Hello and Welcome to VCSU!

Thank you for your interest in Valley City State University. VCSU is a campus centered on teaching excellence coupled with opportunities for students to participate and succeed in research, leadership, student clubs and organizations, the fine arts, and athletics. We take great pride in our outstanding record for student satisfaction. VCSU has served the state and region for over 120 years, and is comprised of a strong team of faculty and staff dedicated to your success.

This catalog is your road map to opportunity and success at VCSU. The courses and program requirements herein are designed to ensure you succeed, and to prepare you for the next exciting chapter in your life.

Your decision to attend VCSU will certainly be a good one. Another outstanding decision will be to use this catalog on a regular basis. It will help you make effective decisions, understand the options available to you, and identify the necessary requirements to achieve your academic goals. Let us help you progress on your journey through an exciting learning adventure!

Best wishes and warm regards,

Dr. Steven W. Shirley, President
**VCSU’s Mission**

Valley City State University prepares people for life through visionary leadership and exemplary practices in teaching, learning and service.

**VCSU’s Vision**

Valley City State University is nationally acclaimed for attracting and retaining talented individuals who advance quality learning opportunities and economic growth through technology and innovation.

**University Purposes**

1. Award degrees in education, business, and the liberal arts and sciences, with all students documenting their competency in Aesthetic Engagement, Communication, Global Awareness, Technology, Collaboration, Effective Citizenship, Problem Solving, and Wellness.
2. Deliver a quality educational experience in an innovative culture and a technologically enhanced environment.
3. Serve the best interests of our students, region, and society.
4. Lead in effectively applying information media technologies for learning.
5. Promote the appreciation of diversity, a multicultural perspective, and global awareness.

**Core Values**

**Mission Driven**

We are committed to a learner centered philosophy. We make education meaningful with positive relationships and effective practices.

**Quality and Integrity**

We have high expectations for results, integrity, and positive interpersonal relations in all we do.

**Innovation**

We are flexible, creative, and free to try new things. We have a strong work ethic, positive attitude, and open mind. We embrace change.

**Community**

We trust each other; we work well together, and we are involved with our local and extended communities.

**Diversity**

We believe that diversity of all kinds enriches the quality of thought, discussion, and learning.
Equal Access/Equal Opportunity

Valley City State University is fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws, for all individuals without regard to race, color, national origin, religion, sex, disability, age or Vietnam-era veterans status.

More specifically, the University abides by the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation act of 1973, as well as the implementing regulations of the Department of Education (34CFR parts 100, 106, and 104 respectively), the Americans with Disabilities Act of 1990 and North Dakota Human Rights Act of 1983.

Inquiries concerning compliance may be directed to the VCSU Office of Human Resources, (Erin Klingenberg, McFarland 208, 701.845.7424) or to the Office of Civil Rights, U.S. Department of Education, 10220 N. Executive Hills Blvd., 8th Floor, 07-6010, Kansas City, MO, 64153-1367.

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.

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.
Valley City State University is a comprehensive institution of higher education that offers a range of academic programs leading to bachelor’s and master’s degrees. Subject areas include Business, Information Technology, Communication Arts, Social Science, Psychology, Education, Fine Arts, Mathematics, Science, Health and Physical Education. The university’s service area centers on southeastern North Dakota, but VCSU’s approximately 1,000 students are drawn from hometowns around the globe. The student body spans a diverse range of ages, ethnicities, and learning objectives. VCSU makes courses and degree programs available using traditional on-campus courses, distance learning (online or interactive video), and hybrid formats that combine elements of both.

VCSU emphasizes the use of the latest technologies to enhance the learning experience. On-campus students are issued a notebook computer and have easy access to high-speed wireless networking throughout campus, the latest multimedia technology, and classrooms equipped with the latest educational technology. Students use these tools as an integral part of their education to enhance their learning and become skilled at using technology to excel in their careers.

The scenic VCSU campus, located on the banks of the Sheyenne River in southeastern North Dakota, is listed on the National Register of Historic Places. The campus features a combination of beautifully restored historic buildings and up-to-date facilities equipped with the latest educational technology. Located less than one hour’s drive from North Dakota’s largest city, Valley City is known for its scenic beauty and comprehensive amenities.

VCSU’s long and proud history goes back to 1890 when it was founded as the State Normal School, chartered in the original North Dakota Constitution, with a mission focused on training teachers. In 1921, the school was authorized to offer bachelor’s degrees as the first major expansion of its curriculum beyond teacher education. In 1963, the school was renamed Valley City State College. In 1987, the college was renamed Valley City State University, a regional baccalaureate university of the North Dakota system of higher education. In 2005, VCSU began offering its first graduate program, a Master of Education degree.

Partnerships with private and nonprofit corporations provide unique and outstanding opportunities for both students and graduates. These partnerships enhance student development, provide valuable work experience through internships, and offer access to outstanding career opportunities. Examples of VCSU’s partnerships have included Microsoft Corporation, Eagle Creek Software, Oracle Corporation, Cisco Systems, and many others.

The annual U.S. News and World Report College edition has listed VCSU as a “Best College” for every year from 1999 through 2010.
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 National 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.

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

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

National Association of Intercollegiate Athletics
1200 Grand Boulevard
Kansas City, MO 64106

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.

NDUS Chancellor
William Goetz

Board Members
Richie Smith (President) Wahpeton
Jon Backes (Vice President) Minot
Sue Andrews Mapleton
Duaine Espegard Grand Forks
Rachelle Hadland (Student Member) Fargo
Michael Haugen Fargo
Claus Lembke Grand Forks
Grant Shaft Grand Forks
Jon Jackson (Faculty Advisor) Grand Forks

Administration
Steven W. Shirley, Ph.D. President
Margaret Dahlberg, Ph.D. Vice President for Academic Affairs
Trudy S. Collins, B.A., CPA Vice President for Business Affairs
Glen Schmalz, M.S. Vice President for Student Affairs

Administrative Services
Robert Brown, B.A. Director of Microcomputer Services
Dan Clark, M.S. Director of the Office of Instructional Design
Terry Corwin, Ph.D. Assistant Vice President for Academic Affairs
Jan Drake, M.A. Director of Student Academic Services
Patricia Egeberg, B.S.N. Director of Student Health Services
Marcia Foss, B.S. Director of Career Services & Internships
Donna James, M.L.S. Director of Library Services
Jody Klier, B.S. Registrar
Charlene Stenson, B.S. Director of Enrollment Services
Erin Klingenberg, Ph.D. Licensed Professional Clinical Counselor / Director of Counseling & Human Resources
C.J. Kotta, B.S. Director of Network Services
Brad Mills, B.A. Director of Enterprise Applications
B.J. Pumroy, M.S. Director of Athletics
Ron Pommerer Director of Facilities Services
Larry Robinson, M.S. Executive Director of University Advancement
Betty Schumacher, B.S. Director of Student Financial Aid
Kari Stricklin, B.S. Director of Student Center & Student Activities
Ann Thoreson, B.S. Director of Business and Financial Services
Joseph Tykwinski, M.S. Chief Information Officer
Valley City State University partners with other organizations to provide opportunities for students and to meet the needs of North Dakota. Current partnerships include:

**South Central Education Consortium**  
VCSU is a cooperating partner in the South Central Education Consortium (SCEC). This consortium, which was authorized by recent legislation in North Dakota, includes twenty-two schools in the south central part of the state as well as three cooperating partners (VCSU, Jamestown College, and the Valley City Teacher Center). The SCEC exists to promote and coordinate services for school administrative functions, professional development for staff, and student services. The SCEC was formed in 2004.

**Sister Universities**  
- **Universidad Autónoma de Baja California Sur (LaPaz)**  
- **Universidad Regional del Sureste (Oaxaca)**  
  Students may spend a semester or more studying and improving their Spanish language skills at either of these Mexican universities.

**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 practicing teachers and education students with professional development and resource materials.

**Valley City/Barnes County Development Corporation**  
As a key base industry, VCSU has provided a foundation for growth for Valley City and the Sheyenne River Valley region. University leaders serve on the Development Corporation board of directors and work actively to support regional economic development.

**Valley City State University Community School of the Arts**  
The VCSU Community School of the Arts provides the citizens of Valley City with access to a variety of arts programs. 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.

**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 suits 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 VCSU and the Valley City community.
Regional Technology Center

The Regional Technology Center 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.

EduTech

EduTech is a publicly supported center that aims to improve teaching with technology in all North Dakota school districts through training, consulting, and resource services. EduTech is located in the Regional Technology Center.

Bridge to Master’s

The Graduate School of the University of North Dakota (UND), Grand Forks, ND, and Valley City State University (VCSU) have developed a partnership allowing VCSU senior level students to gain advanced standing in the master’s degree program at UND. The Bridge to the Master’s of Business Administration degree program provides highly qualified VCSU students the opportunity to work toward the MBA degree offered by the University of North Dakota while completing their undergraduate degree requirements at Valley City State University.

National Center for Technological Literacy

VCSU is a senior partner with the National Center for Technology Literacy at the Boston Museum of Science. The partnership brings with it significant recognition for the high quality of our Technology Education and Science, Technology, Engineering, and Math (STEM) related programs. The partnership exists to promote professional teacher education in standards-based technology education and STEM subjects. A cornerstone of our relationship is VCSU’s initiative, Closing the Technology and Engineering Teaching Gap. VCSU students have a unique opportunity to learn about and use teaching materials developed by the Museum of Science and participate in NCTL programs.

SAP

VCSU is a member of the SAP University Alliance program, which allows us to incorporate SAP software, such as SAP ERP, into our business and information technology coursework. This gives students hands-on experience with popular application software, adding immediate value to their skills in the marketplace.

SAP is a provider of collaborative business solutions for all types of industries and for every major market. Serving more than 41,200 customers worldwide, SAP is the world’s largest business software company and the world’s third largest independent software provider overall.

ASUG

ASUG is the world’s largest independent community of SAP customers and providers, consisting of more than 75,000 individual members from 1800 companies. The program complements membership in the SAP University Alliance and provides the right mix of training, technology, and real-world experience that can extend classroom learning, enable innovation, and empower the next generation of business and technology leaders.

The University Connection program builds relationships with the universities and students to create dialog and encourage collaboration within the SAP ecosystem. It is more important than ever to continue to network and share experiences across all industries, including higher education. With the challenges many companies experience finding qualified SAP resources, the advantage of collaborating within the ASUG community of experts has become even more crucial.
2010-2011

Academic Calendar
(Specific Add/Drop dates for each semester can be found at www.vcsu.edu/registrar.)

Fall Semester 2010

August
23 Registration/Classes start at 4:00 p.m.
24 First full day of classes

September
6 Holiday - Labor Day

November
9 & 10 Early Spring Registration
11 Holiday - Veterans Day
12 Spring Registration Opens
25 Holiday - Thanksgiving
26 Holiday - Day after Thanksgiving

December
1 Last Day to Apply for Spring Graduation
13-17 Last Week of Classes/Finals Week
21 Grades Due

Spring Semester 2011

January
10 Registration/Classes start at 4:00 p.m.
11 First full day of classes
17 Holiday - Martin Luther King Jr. Day

February
21 Holiday - Presidents Day

March
14-18 Spring Break

April
5 & 6 Early Fall Registration
7 Fall Registration Opens
22 Holiday
25 Holiday

May
1 Last Day to Apply for Summer and Fall Graduation
9-13 Last Week of Classes/Finals Week
14 Commencement
17 Grades Due

Summer Semester 2011

June
6 Undergraduate Summer Session Begins

July
4 Holiday
2011-2012

Academic Calendar
(Specific Add/Drop dates for each semester can be found at www.vcsu.edu/registrar.)

Fall Semester 2011

August
22 Registration/Classes start at 4:00 p.m.
23 First full day of classes

September
5 Holiday - Labor Day

November
8 & 9 Early Spring Registration
10 Spring Registration Opens
11 Holiday - Veterans Day
24 Holiday - Thanksgiving

December
1 Last Day to Apply for graduation
12-16 Last Week of Classes/Finals Week
20 Grades Due

Spring Semester 2012

January
9 Registration/Classes start at 4:00 p.m.
10 First full day of classes
16 Holiday - Martin Luther King Jr. Day

February
20 Holiday - Presidents Day

March
12-16 Spring Break

April
3 & 4 Early Fall Registration
5 Fall Registration Opens
6 Holiday
9 Holiday

May
1 Last Day to Apply for Summer and Fall Graduation
7-11 Last Week of Classes/Finals Week
12 Commencement
15 Grades Due

Summer Semester 2012

June
4 Undergraduate Summer Session Begins

July
4 Holiday
UNDERGRADUATE 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 undergraduate 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 nontraditional student. An application for admission to VCSU is required of all traditional and nontraditional freshman and transfer candidates, as well as non-degree candidates interested in taking courses but not pursuing a degree. Application forms are available from the Office of Enrollment Services or by visiting www.vcsu.edu to apply online or download an application.

Admission of Freshman Students

A freshman applicant is one who has not attended a post-secondary institution after having graduated from high school. In order to be considered for admission, freshman applicants must meet core course requirements outlined in item five. A complete application to Valley City State University requires a completed application form along with the following:

1. A non-refundable fee of $35.00.
2. An official copy of the high school transcript or proof of successful completion of the General Education Development Test (GED)*.
3. Verification of measles immunization*. Such verification shall be proven 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 or philosophical 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). Currently VCSU does not require the writing component of the ACT. 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.

5. To be considered eligible for admission, all beginning freshman applicants who graduated in 1993 or later are required to have completed or be in the process of completing the following high school curriculum**:
   - 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.

Applicants who did not graduate but have completed all GED tests and have obtained a minimum standard score of 410 on each of the five tests and an average standards score of 450 for all five tests will be evaluated on an individual basis.

** A limited number of students who have not taken the required high school courses may be admitted. Contact the Office of Enrollment Services for further information.
Admission of Transfer Students

A transfer applicant is defined as any student who has previously attended one or more post-secondary institutions after having completed high school. In order to be considered for admission, transfer applicants must:

a) be in good standing (not on dismissed or suspended status) at the most recent institution attended and

b) have a minimum GPA of 2.00 on a 4.00 scale.

Transfer applicants who do not meet these requirements may be evaluated on an individual basis. A complete application to VCSU requires a completed application form along with the following:

1. A non-refundable fee of $35.00.

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 upon completion of the evaluation. Students who are dissatisfied with course equivalency determinations may consult directly with the appropriate division chair or dean in an attempt to more precisely define equivalencies or identify appropriate substitutions.

3. An official copy of the high school transcript or GED results (see freshman section for GED details). 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 Freshman 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.

The North Dakota University System (NDUS) has developed a general education transfer agreement to assist students who transfer within the NDUS. Click on the ‘Students’ link at www.transfernd.com for details on the General Education Requirements Transfer Agreement (GERTA).

Admission of Canadian Students

Freshman and Transfer applicants from Canada should follow the applicable requirements outlined for freshman and transfer applicants above. Because Canadian students are international students when attending VCSU, an International Student Financial Statement must be submitted which shows proof of finances available for study in the U.S. Once the application file is complete, including the completed Financial Statement and a $100 tuition deposit, an I-20 may be issued for successful border crossing. The Western Hemisphere Travel Initiative (WHTI) requires all travelers to and from the Americas, the Caribbean, and Bermuda to have a passport or other accepted document that establishes the bearer’s identity and nationality to enter or re-enter the United States. For the latest regulations, go to www.vcsu.edu/international.

Valley City State University welcomes qualified students from countries around the world. 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. Except for students from countries with approved national health plans, all international students are required to purchase the health insurance plan which has been approved by the North Dakota University System.

International student applicants must have completed application files submitted, including required deposits, by the following dates:

- Fall Semester: May 1
- Spring Semester: October 1
- Summer Term: March 1

NOTE: Because of limited services available, a summer session start term is not recommended.

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

1. A non-refundable fee of $35 (USD).

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 on the paper-based test (PBT) is 525 or 70 for the internet-based test (iBT). Go to www.ets.org for information on the TOEFL.

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.

5. Students seeking credit for transfer work from a foreign institution must have transcripts evaluated. The evaluation firm approved for VCSU is:

   - WES (World Education Services) The Comprehensive Course by Course Report is required and it is the student’s responsibility to pay the required fee ($150) for this service.

   Go to www.wes.com for details and instructions of what must be provided.
6. Students seeking credit for transfer work from a United States institution must complete the following:
   a. Have official academic transcripts sent directly to the Enrollment Services Office from all U.S. institutions previously attended.
   b. Complete the VCSU Supplemental Information Form for International Transfer Applicants (to be completed by the applicant’s present or most recent foreign student advisor).
   c. Meet all admission requirements and demonstrate maintenance of their immigration status at the previous school.
   d. Request that the institution most recently attended complete the transfer requirement within SEVIS.
7. 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 completed.
   b. Official documents indicating regular income and/or an account balance of the most recent six months supporting the amounts listed on the financial statement.
8. $100 non-refundable tuition deposit (the tuition deposit is applied to the student’s account).
9. All international students (except citizens from approved countries providing a national health plan) 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.
10. A $30 (USD) I-20 Express mailing fee

NOTE: In accordance with North Dakota State Board of Higher Education policy, all first-time VCSU international students must have a Mantoux skin test for Tuberculosis prior to enrolling in and attending class. Some exceptions apply. Contact Enrollment Services for details.

Admission of Non-Degree Students

A non-degree student does not intend to earn a degree from VCSU but would like to enroll in (a) course(s). A maximum of 16 credits may be taken as a non-degree student, at which time the student must apply as a freshman or transfer student in order to take additional courses. Non-degree status should not be confused with being undecided nor be used as a method to avoid admission requirements of any other admit type. A non-degree applicant need only complete the application form and pay the onetime, non-refundable application fee.

NOTE: Non-degree students are not eligible for financial aid programs.

Admission of Home Educated Students

For many home educated students, Valley City State University is a great fit. VCSU follows the guidelines outlined by the North Dakota University System. Academic information provided by the applicant will be evaluated to determine if the applicant is qualified according to VCSU and NDUS admission standards. Home educated applicants to VCSU must submit, in addition to the application for admission and application fee:

1. Curriculum description or transcript showing the following:
   a. Specific listing of classes completed by the students identified and/or separated by class levels. A course syllabus or detailed description of course content may be requested.
   b. Clear identification of those courses which meet the North Dakota University System College Preparatory Requirements.
   c. Key explaining grading system and successful completion of coursework.
   d. Date of student’s graduation/completion of plan of study.
   e. Signature of the parent/instructor.
   f. Identification of any other private or public high school the student has attended OR a GED transcript (see freshman section for GED details).
2. Diploma/Certificate issued by the state or local school district in which the student resides if the district provides such a document.
3. ACT or SAT test scores.
4. Verification of measles immunization. See item three in Admission of Freshman Students section.

Admission of Early Entry/Dual Credit Students Through Jump Start

Valley City State University will admit a limited number of sophomore through senior high school students with outstanding records into the Jump Start program. Students considering application as Jump Start students must have a minimum 3.25 cumulative GPA and be progressing toward completion of the core courses required for regular admission (See item 5 under “Admission of Freshman Students”, page 12, for core course details). The following materials must be submitted to the Office of Enrollment Services:

1. Application for admission and $35 non-refundable fee. This fee will not have to be paid again at the time of freshman application.
2. Early Entry Application Form which includes a recommendation from the high school principal as well as permission from a parent or guardian.
3. Official High School Transcript showing progress toward completion of the North Dakota University System College Preparatory Requirements (core courses).
4. Dual Credit Form. Students interested in applying college credit to high school requirements should see their high school counselor or principal regarding their districts policies on dual credit. More details can also be found on page 36.

Jump Start students must follow campus add and drop dates outlined in the University calendar.

Returning Students

VCSU welcomes back numerous former students every term. If a student has been away from VCSU for one regular semester or more, a Returning Student Form must be completed. An application fee is NOT required if the student paid the fee previously. If the student has attended one or more colleges since leaving VCSU, official transcripts must be provided. The returning student form is available at www.vcsu.edu/registrar.

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 or dean and by the registrar to determine if the courses are 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. Questions may be directed to the Office of the Registrar.

Collaborative Admission and Registration

The North Dakota University System collaborative admission and registration agreement allows a student to be concurrently enrolled at more than one NDUS institution for a given term. The institution from which the student is earning a degree is considered the ‘home’ institution. The institution that provides courses to be applied towards that degree is considered the ‘host’ institution.

The collaborative process allows the home campus to combine credit from more than one NDUS institution for the purpose of determining financial aid eligibility. For the collaborative student, this process produces a single billing statement and also provides automatic transfer of the student’s academic record from the host institution to the home institution.

Students at Valley City State University seeking collaborative registration with another NDUS institution must consult with the collaborative contact in the VCSU Office of the Registrar. Students from another NDUS institution seeking collaborative registration with VCSU must contact the collaborative contact at their home campus registrar’s office.
TUITION AND OTHER FEES

Valley City State University charges tuition per credit hour, based on resident status. Mandatory fees also are charged per credit hour, capping at 12 credits. Students enrolled in online courses are charged online tuition and mandatory fees per credit hour. For an estimate of charges, go to www.vcsu.edu/businessoffice/ and click on cost calculator.

All financial obligations with the university must be paid on or before the due date at the beginning of each semester unless alternative arrangements have been approved by the Business Office. A student is not officially enrolled for an academic semester until all tuition and fees have been paid or arrangements made. VCSU enrolled students may view their account balance and activity by accessing the VCSU website, clicking on the Campus Connection link, and entering their user ID and password. Since Valley City State University is a state-supported institution governed by the State of North Dakota, tuition and fees are subject to change 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, a refund will be issued to the student.

Miscellaneous Fees and Charges

(fees are subject to change without notice)

Undergraduate Application fee (one time, non-refundable) $35.00
Audit 1/2 tuition*
Course Challenge 1/2 tuition*
Replacement ID Card $15.00
Laboratory Fees/Course Fees/Class Fees Variable
Late Payment Fee $50.00
Reinstatement Fee $50.00
On-Campus Parking (yearly) $30.00
Residence Hall Reservation Fee (applied to Housing Charges) $50.00
Graduate Application Fee (one time, non-refundable) $35.00

* plus applicable fees

Residency Requirements for Tuition Purposes

Rules and regulations for determining resident 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 Office of the Registrar and any questions on residence must be discussed with the Registrar before registration. The form must be filed and approved with the Registrar before the beginning of the semester.

North Dakota: For the purpose of determining legal residency for tuition purposes, a resident student is defined by law as follows:

1. A person whose custodial parent(s) or guardian have been legal residents of North Dakota for twelve months immediately prior to the beginning of the academic term;
2. A person eighteen years of age or older who has been a legal resident of North Dakota for twelve months immediately prior to the beginning of the academic term;
3. A person who graduated from a North Dakota high school;
4. A full-time active duty member of the armed forces or a member of a North Dakota national guard unit;
5. A spouse or a dependent of a full-time active duty member of the armed forces or a member of a North Dakota national guard unit.
6. A spouse or dependent of an employee of any institution of higher education in the state;
7. The spouse of any person who is a resident for tuition purposes;
8. Any other person who was a legal resident of this state for at least three consecutive years within six years prior to the beginning of the academic term;
9. A child, spouse, widow, or widower of a veteran as defined in NDCC section 37-01-40 who was killed in action or died from wounds or other service-connected causes, was totally disabled as a result of service-connected causes, died from service-connected disabilities, was a prisoner of war, or was declared missing in action.

Minnesota: 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. Students may apply for Minnesota reciprocity online at www.mheso.state.mn.us/hesod/reciprocity/apply1.cfm. Paper forms are available from the Enrollment Services Office and must be sent to: Minnesota Higher Education Coordinating Commission, 901 Capitol Square Building, 550 Cedare Street, St. Paul, MN, 55101. 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, Nebraska, and Wisconsin 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 and are not residents of any of the above states or provinces, 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 Tuition Incentive Program allows 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. Students from states included in other tuition reduction programs will be charged the lower of the two rates.

REFUND POLICY

Tuition refunds will be made according to the refund schedule to students who officially withdraw from the University. 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.

Refunds will be calculated on a percentage basis up to the 60% point in the semester. Please view our refund schedule and policy online at www.vcsu.edu/businessoffice/ click on “Drop & Withdrawal Refunds.”

This Refund Schedule is subject to change at any time.

Room refunds will be determined on a weekly basis up to the 60% point of the semester.

Valley City State University has ‘declining balance’ board contracts by which a student purchases dollar value of meals to be deducted from a credit balance and shall receive a refund of the remaining balance upon withdrawal through week 15.
Valley City State University makes every effort to provide financial assistance to eligible applicants through loans, scholarships, employment, or a 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 applying 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 qualifications are available online at www.vcsu.edu/financialaid. 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 March 15. Application materials received after March 15 will receive full consideration if financial aid funds are available.

Eligibility
In order to receive aid, students must comply with the policy published on the VCSU Financial Aid web site. Go to www.vcsu.edu/financialaid and click on Satisfactory Progress Requirements.

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 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 Academic Competitiveness Grant (ACG). Students must be Pell eligible. First year recipients must meet rigorous core requirements for admittance as established by their home state. Second year recipients must have a cumulative GPA of 3.00 or better.

Federal The National Science and Mathematics Access to Retain Talent (SMART) Grant. Students must be Pell eligible. Third and fourth year students must have a cumulative GPA of 3.00 or better and must be enrolled in a Field of Study outlined by the Dept. of Education as applicable toward Homeland Security.

Federal Teach Grant. Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students must meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25) and must sign a TEACH Grant Agreement to serve each year the grant is received. Eligibility requires study in areas of ‘high-need’ teaching.

Following programs to be determined, potential changes possible (subject to Congressional Legislative action following February 17, 2010)

Federal Perkins Loan. This is a long-term, low-interest loan (5%) 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 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 this federal program to help cover the expected family contribution. For dependent students, the combined amounts borrowed under
the Federal Stafford and Federal Unsubsidized programs cannot exceed the maximum levels listed in the subsidized program.

In accordance with Federal Regulations, Stafford loan borrowers must complete “Entrance Counseling” online at http://www.mapping-your-future.org/ before loan funds may be disbursed for the first semester.

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.

Alternative Loans. Some 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). Please contact the Financial Aid Office for more information or applications (701-845-7412).

OTHER FINANCIAL ASSISTANCE AVAILABLE AT VALLEY CITY STATE UNIVERSITY

Diversity Waivers
Recognizing the educational benefit of a culturally diverse student population, Valley City State University offers tuition waivers for international students and for students who have U.S. citizenship or permanent residency and can contribute to the cultural diversity of the University. Waivers apply to tuition only and may be awarded as full or partial waivers. Students must complete an application to be considered.

International Student Tuition Waiver
Established to attract and retain full-time students who are non-United States citizens and who are not classified as eligible non-citizens for federal financial aid.

Cultural Diversity Waivers
Available for students of a culturally diverse group, who are defined as members of historically under-represented cultural, racial or ethnic heritage groups. Special consideration is given to members of federally recognized American Tribes and Alaskan Natives and Villages and graduates of tribally controlled community colleges in North Dakota.

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 ACT/SAT scores. The scholarship amounts range from $4000 to $5500 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 may contact the VA certifying official located in the Financial Aid Office to apply for benefit eligibility. 701.845.7541.

Tuition Waivers
The State of North Dakota provides for 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. Students must also demonstrate 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. Students must also demonstrate 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.

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. For more information go online at www.vcsu.edu/financial aid.

Brett Alexenko Memorial Scholarship
Alliance Pipeline Scholarship
American Legion Edgar A. Fisher Post #60 Scholarship
Fannie C. Amidon Music Scholarship
Bank Forward Scholarship
Dr. Milton Berg Memorial Science Scholarship
Janet M. Berge Memorial Scholarship Fund
Beta Sigma Phi Scholarship
Henry F. Bonde Jr. Scholarship
Borho, Geneva Magdelina Memorial Scholarship
Borchert Memorial Scholarship
Grace Ellis Bowen Scholarship
Raymond J. Brooks & Audrey Mae Brooks Scholarship
Business Education Scholarship
Ellen-Earle Chaffee Scholarship
Friends of Business Scholarship
Friends of Music
Friends of Library Scholarship
Mary Hagen Canine Memorial Scholarship
Esther Cannell Memorial Scholarship
Rosemond Cook Memorial Scholarship
Dacotah Bank Scholarship
Stephanie Dockter Memorial Scholarship
Florence Rebscher Dutee Scholarship
EBC Fraternity Alumni Committee Scholarship
Matt Edland Memorial Scholarship
Englert Memorial Scholarship
Wilhelmenia Erickson Scholarship
The Jean Evenstad Memorial Scholarship
Ole & Mary Finstad Memorial/Wells Fargo Theatre Scholarship
K. Louise Fitzpatrick Scholarship
Cal Foss Memorial Scholarship
P.L. Foss Memorial Music Scholarship
Helen K. Frederick Music Scholarship
Elma & Albert K. Goeschel Memorial Scholarship Fund
Charlotte Graichen Memorial Scholarship
Al Hallberg Memorial Scholarship
Anne Haugaard Library Scholarship
Mary G. Heery Scholarship Fund
Frank and Hattie Heimes Memorial Scholarship
Laurie J. Holden Memorial Scholarship
Orlys Holm Memorial Scholarship
Dr. Charles and June House Scholarship
R.Q. Johnson Scholarship
Gladys and Ella F. Jones Memorial Scholarship
Gretchen Winn Karnick Alumni Scholarship
Avis Claffin Kautzmann Memorial Scholarship
Dr. John F. Keller Scholarship
Alice Meyers Kluksdahl Elementary Education Scholarship
Dr. S.O. and Marian Kolstoe Prior Scholarship

Marlys J. Langemo Memorial Scholarship
Bernice I. Larson Scholarship
Lindstrom-McGregor Scholarship
President Lokken Memorial Scholarship
Patricia E. Lundberg Elementary Education Scholarship
Gail (Johnson) Maasjo Memorial Scholarship
Corcoran Matzke Memorial Scholarship
Hazel McBride Scholarship
Elane F. McCarriar Memorial Scholarship
Dr. Donald C. and Marjorie Meredith Family and The Grace and Dr. C.J. Meredith Scholarship Endowment
Lillian Ford Moffat Memorial Scholarship
Sabine D. Mohr Memorial Scholarship
Montana-Dakota Utilities Foundation Scholarship
Helen Movius Memorial Scholarship
Dale ‘Snook’ Noack Memorial Scholarship
Lowell Noack Memorial Scholarship
North Dakota Fire Chiefs’ Association Scholarship
Jim and Meryl O'Connell Scholarship
Elinor J. Olson Memorial Scholarship
Lucille Olson Rondestvedt Lewis Memorial Scholarship
Gaylen Opdahl Memorial Scholarship
Bill Osmon Scholarship
Harry O. Pearce Scholarship
Alex Lowe Peterson Memorial Theatre Scholarship
Gloria Peterson Music Memorial Scholarship
Roy and Helga Ployhar Memorial Music Scholarship
John Reed Memorial Scholarship
L.D. ‘Dusty’ Rhoades and Josephine Wright Memorial Scholarship
Ina Cullom Robertson Memorial Scholarship
The R.B. Saar and Florence M. Saar Scholarship
Myrtle Heinle Schmid Memorial Scholarship
The Schmitz-Muir-Mclaren Scholarship
Science and Mathematics Faculty Scholarship
Diana Skroch Outstanding Art Student Scholarship
Diana Skroch Outstanding Pianist Scholarship
Clara Smedshammer Memorial Scholarship
Jake P. & Helen M. Smith Moug Memorial Scholarship
Mabel Snoeyenbos Scholarship
Myron and Jenneice Sommerfeld Scholarship
The Soroos Scholarship Fund
Aaron Sours Memorial Scholarship
Anna B. Spangler Memorial Scholarship
Mary Stark Memorial Scholarship
Herman Stern Art Scholarship
Mary Stark Memorial Scholarship
Gelia Stemen Memorial Scholarship
Adeline R. Stern Art Scholarship
Herman Stern Applied Sciences Scholarship
Herman Stern Athletic Scholarship
Herman Stern Business Education Scholarship
Herman Stern Music Scholarship
Herman Stern General Scholarship
Blanche E. Stewart Elementary Education Scholarship
Sharon Stites Memorial Scholarship
Harriett Lusyd Stull Memorial Art & Music Scholarship
Gary & Connie Tharaldson Scholarship
Mildred Torbenson Memorial Music Scholarship
Tom Trousdale Scholarship
Tveten Memorial Speech Scholarship
V-500 Scholarships
Valley City State University Alumni Upper-Level Scholarships
Valley City State University President’s Scholarships
C. Vandestreek Scholarship
The Vangstad Special Scholarship
Charlotte VanHouten Memorial Scholarship
The Edith Van Middlesworth Memorial Fund Scholarship
Veterans of Foreign Wars Post 2764 Scholarship
Viking Booster Club Scholarship of Champions
The Viking Century Club
J.T. Von Treba Scholarship
Janet Monroe Wendschlag and Bryan John Wendschlag Memorial Scholarship Fund
John Wieland Memorial Theatre Scholarship
Percy G. Willson Scholarship
John P. Windish, Jr. Memorial Scholarship
HELP DESK
800.532.8641 extension 37340
701.845.7340

Help Desk Technical Support
The VCSU Help Desk, located in VCSU Rhoades Science Center 119, provides technical support for computers, computer networking, telephone, and interactive video services. The VCSU Help Desk is available for phone and walk-in support approximately 13 hours per day, Monday-Thursday and 8 hours on Friday. A North Dakota University System Help Desk provides additional phone support for approximately 16 hours per day, seven days per week, except holidays.

Personal Web Portal
All registered students have access to a personalized web-based portal. The portal organizes web-based services and provides a single point of access to email, a personal calendar, custom technical support documents, VCSU news and information, personal web site and file storage space, software downloads, and class information. Students have access to these services anytime, anywhere, on any computer with a modern web browser and network connectivity.

Online Learning Management System
All VCSU classes use an LMS (Learning Management System) to enhance student learning. The LMS includes tools for course handouts, announcements, group and private discussions, test administration, internet links, and delivery of course content. The typical classroom course uses one or more of the tools, while totally online classes use all of the available tools. An internet link to each online course a student is registered for automatically appears within the student’s personal web portal.

IP Telephony and Unified Messaging
All VCSU employees and students have an IP (internet protocol) telephone extension and a Microsoft Exchange account. A special Cisco Systems “software phone” is available at no extra charge for all registered students. The software phone turns an ordinary computer into a sophisticated video phone that can be used to contact other users. Cisco System “Presence Detection” allows a user to see when another user can be contacted and the communication means available, e.g. voice call, video conference, chat, or voicemail. Calls and messages between users can be placed anywhere in the world without incurring long distance fees. Voice mail messages appear in the user Microsoft Exchange account along with email messages.

Web Conferencing
Faculty and students use a web conferencing system to allow guest speakers and students located at distant locations to participate in a live session. The system is occasionally used for general student advising and communication purposes. Users can collaborate via chat, voice, video, information appearing on the computer screen, and an electronic whiteboard.

Class Recordings
Some classes use a recording system to capture voice, computer, and video information. The system serves several purposes, including the following: 1) students absent from a class session can get a portion of the class information missed, 2) students can review a class session to improve their understanding or to review for an exam, and 3) faculty can create reusable multimedia resources and store them in the online learning management system.

Software Licensing and Distribution
VCSU obtains institutional site licenses for a variety of professional software. Microsoft Office Professional and antivirus software is available to all registered students. Other software is distributed to users based on the unique needs of learners and courses. The software is professionally installed on University owned computers, or it may be distributed to distance learners for use installation on their personally owned computers. Reference the section on Notebook Computers for additional software available on VCSU owned computers.

Internet Access to Electronic Library Subscriptions
Web based servers provide registered students with convenient access to nearly all of the subscription based, electronic journals of the VCSU Library. This service extends valuable library resources to online students and to students studying off campus.

Campus Connections for Administrative Computing
Campus Connections is a North Dakota University System administrative computing service that provides all students with internet access to class registration, class schedules, grades, fee statements, and financial aid award statements.
Interactive Video Services

Some classes use internet based, two-way interactive video to provide real-time collaboration with other students and professionals at multiple locations. The North Dakota Interactive Video Network (IVN) is a high quality system used primarily for the delivery of entire courses. IVN classrooms are typically designed and equipped to be used exclusively for interactive video conferencing, especially when multiple sites are involved.

Notebook Computers

Every full time, on-campus student is issued a notebook computer for the entire semester. Every student enrolled in the VCSU elementary education program at the NDSU campus, regardless of part time or full time status, is issued a notebook computer for the entire semester.

Depending on the amount of technology fee paid as part of normal course registration, some part time students qualify to receive a notebook computer on a full time basis at no extra charge. If they do not qualify under the no-additional-fee provision, part time students may elect to pay an additional fee in order to have a computer issued to them on a full-time basis. The rules and process for full time computer access by part time students is available at the VCSU Help Desk or online at http://www.vcsu.edu/cmsfiles/216/rentalbu_plpr39.pdf

Finally, part time, on campus students have the following two options to gain access to a notebook computer at no additional fee:

1. Checkout a computer from the Help Desk as needed for coursework and as available for homework, or
2. Share a computer with one other part time student who agrees to joint responsibility.

All users participating in the notebook initiative get new computers every 24 months and software is upgraded at least annually. Notebook computer access includes Microsoft Office Professional (Word, PowerPoint, Excel, Access), Adobe Photoshop Elements (image editing) and Acrobat (PDF viewer), Pinnacle Studio (video editing and DVD authoring), Antivirus, a computer carrying case, and a computer exchange service in case of damage or corruption. All VCSU graduates participating in the notebook computer initiative have the option to purchase the computer at the end of each lease.

On-Campus IT Services

In addition to notebook computers, classes and workshops held on the VCSU campus and at extended campus classroom locations in Fargo have access to the following IT services:

Smart Classrooms

Classrooms are equipped to take advantage of the notebook computers. A typical classroom includes tables, chairs, network and electrical connections for every student, a networked laser printer, a LCD projector, a VCR, and other audio/video equipment.

Network Connections

Notebook computers can connect to the internet via Ethernet, phone modem, or cutting edge wireless. A fiber optic backbone network connects all buildings. There are approximately twice as many high speed, end-user, Ethernet connections as people. Wireless access points provide service throughout campus. Modem and broadband connectivity is available off-campus from a variety of local internet service providers.

IT Equipment Checkout

Digital video cameras, digital still cameras, LCD projectors, amplified speakers, and document scanners are available for periodic checkout from the Help Desk. This is a free service to all users.

Effects of World-Class Technology

This rich technology environment has enabled a transformation of nearly all aspects of the learning environment. Faculty have become proficient at integrating technology in instruction, including online environments. Students are more involved in the learning process as they use their computers to take notes, conduct research, communicate, create, and solve problems. Students develop electronic portfolios that demonstrate abilities not documented on a resume or transcript. The campus web site has become the preferred campus information system, and in many cases the only source of particular information. Multiple surveys, conducted over several years, provide evidence that students, faculty, and staff believe the information technology at VCSU provides a more effective learning environment.
Five Reasons Students Love the Notebook Initiative.

1. Learning is More FUN and Effective
   Break free from the exclusive “learn by listening” teaching methods and experience a “hybrid classroom” that combines the personal attention of the traditional classroom with online instruction, including internet resources on demand, rich audio visual presentations, electronic handout and threaded discussions. Be actively involved while using the computer to solve problems, create projects, participate in teams, access information, and communicate with others.

2. Gain a Competitive Edge in the Job Market
   By using a PERSONAL computer in virtually every aspect of learning and business at VCSU, students gain valuable skills and insight into the typical professional use of computers in a modern organization. The active learning environment described above also empowers students to develop other skills important to employers such as the ability to work in a team, problem solving, communication and interpersonal skills. Employers understand and respect this experience.

3. Portable Computing: Convenient and Efficient
   Forget about waiting in line for a computer or having to remember when the “computer lab” is open. Store information on the hard drive and back it up on personal space on the VCSU server. Add programs, organize files into folders, and set the sound without worrying about someone else changing or deleting things. Use any time, any place.

4. Experience Higher Productivity and Reduced Technical Issues
   Stop fussing with technical issues and get down to the business of exchanging documents, collaborating on projects, and communicating with others. When students have a question, it’s likely that another user can help since everyone has a standard set of hardware and software. When university technical personnel create a solution, it works. Because VCSU obtains institutional site licenses, students save a bundle on software purchases; plus, VCSU has the professional staff to install the software.

5. Right Amount of Technology is Always Available
   Students never need to be without a working computer! If there’s a problem, the VCSU service center can fix the computer on the spot or provide a loaner at no additional cost. VCSU guarantees students two or three new notebook computers and annual software upgrades during the typical four years of study. The power of the VCSU notebook computer far exceeds the typical student’s computing needs.
Prospective students are introduced to Valley City State University at high school college fairs, through high school visits by university admission 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.

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 semester. Upper class students serve as mentors for each group and assist students in the transition to college. Students participate in several activities designed to build teams, solve problems and gain self-confidence.

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 Viking 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 Viking Campus Activities Board, and the Student Activities Director.

A complete building schedule is posted near the entry ways of the Student Center. Students should watch for changes in the building schedule during holidays.

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, and car unlocking kit, and administers the university identification card system and campus vending operation. Students wishing to cash checks may do so at the Information Desk.
Recreational Facilities

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 including lifeguard and water safety instructor training. In addition, students 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 have identification cards processed during registration. The card is 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.

Sodexo Food Service

701.845.7131

The Valley City State University Food Service Department is managed by Sodexo 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 and specials. The board contract is required of all residence hall students. Questions regarding the food service should be referred to the Food Service Director or by going online to www.vcsudining.com. Students may wish to inquire at the Food Service Office regarding special food service plans for commuters.

Bookstore

701.845.7209

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

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

Mail Service

Mail Service is handled by the Bookstore. Mail is distributed Monday through Saturday. All students living in the residence halls will be assigned a mailbox by the Bookstore. The mailboxes, as well as a drop for outgoing mail, are located in the lower level of the Student Center. Packages and other mail that is too large for the student mailboxes will be held at the Bookstore located in the upper level of the Student Center, and will be available for pick-up during regular business hours. Students will be notified by email when they have a package at the Bookstore.

Stamps are available at the Bookstore and the Information Desk in the Student Center. The Bookstore also offers shipping through Federal Express.

Any questions regarding mail services should be directed to the Bookstore.

STUDENT ACTIVITIES

www.vcsu.edu/campus-life/

Student Government

Student Senate
Viking Campus Activities Board
Finance Commission
Inter-Residence Hall Council (IRHC)

Fraternities and Sororities

EBC
Philomathian

Honor Societies and Special Interest Clubs

The following student organizations and clubs are formally recognized by Valley City State University. Not all of the organizations are currently active.

Alpha Lambda Delta (Freshman Honorary)
Alpha Mu Gamma (Foreign Language)
Alpha Pi Gamma (Journalism)
Alpha Psi Omega (Drama)
Anime Club
Art Alliance
Association for Information Technology Professionals
Campus Crusade for Christ
Cheerleaders
College Republicans
Collegiate Music Educators National Conference
Dance Team
Delta Epsilon Chi (Business)
English Club
Fellowship of Christian Athletes
Fisheries and Wildlife Club
History Club
Improv Club
International Student Club
Kappa Delta Phi (Education)
Newman Club
Phi Alpha Theta (History)
Phi Beta Lambda (Business)
Sigma Tau Delta (English)
Spanish Club
Student North Dakota Education Association
Substance Abuse Task Force
Technology Student Association
Tennis Club
Theatre Club
Viking Ambassadors
Young Democrats
An intramural sports program is maintained for both men and women. The intramural program includes football, volleyball, basketball, softball, bowling, golf, and soccer. Competition is also fostered between regional universities. A student IM Council works closely with the IM Director and staff are encouraged to participate. Co-ed activities are sponsored in most activities. Visit the intramural website at www.vcsu.edu/campuslife/intramurals.

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 exhibitions 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.

International Opportunities: VCSU has two sister universities – the Universidad Autónoma de Baja California Sur, La Paz, Mexico; Universidad del Sur Este Oaxaca, Mexico. 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.

Theatre: Theatre 320, located on the third floor of McFarland Hall, is the home of theatre at VCSU. Students at all levels of interest and ability work together to make the magic of theatre come alive. Different plays are produced each semester and students may act on stage or work on props, set construction, technical work, publicity, or costuming in each production. Those involved may receive up to three hours of academic credit.
**Valley City State University ~ 29**

**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.

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, Jazz Ensemble, Percussion Ensemble, Garage Band, and numerous small chamber ensembles. These groups are open to all students.

**Planetarium:** Visit the famous room on campus where the stars shine during the day and even when it’s cloudy. Take to opportunity to get acquainted with the VCSU Planetarium located on the third floor of the Science Center. The Planetarium has monthly shows. For group reservations contact 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. Be sure to experience the magic of this special place.

**Other Special Events:** Throughout the year, VCSU brings in prominent performers, professional lecturers, special films, musical programs, student assemblies, and speakers on current issues. Students plan and produce many of these events, which are available to both campus and community people.

**The Forge:** VCSU’s campus literary magazine, The Forge, is published in the Fall term of each academic year and distributed free to any student desiring a copy. Consisting of primarily student work in a number of writing and visual arts categories including poetry, short fiction, essay, drama, drawing, painting, print making, and photography, student entries are judged by faculty and community experts in each area, qualifying works are published in each year’s edition, and monetary prizes are awarded for first and second place finishers in each category.
STUDENT SUPPORT SERVICES

Career Services
Mcfarland Hall 209
800.532.8641 extension 37252
701.845.7252
www.vcsu.edu/careerservices/

Career Services 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 office coordinates all placement activities, whether on/off campus, permanent/temporary, or professional level employment. Job vacancies are listed for schools, businesses, and industries in ND and surrounding states. Placement credentials and job seeking skills are provided to all students. The office 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 apply and visit regarding the opportunities available. Internships can be completed 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.

Interest testing for Undecided students along with a Career Decision Making Class are also available throughout the year. Students are encouraged to visit the Career Services web site at www.vcsu.edu/careerservices/ for information on careers, jobs, campus events, and more.

Counseling Services
Mcfarland Hall 208
800.532.8641 extension 37424
701.845.7424
www.vcsu.edu/counseling/

A student may discuss any personal concern or issue with one of the counselors. Student concerns typically involve 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.

Children’s Center
Mythaler Hall
701.845.1108

Community Action Region VI Head Start provides services to six counties. Stutsman and Barnes counties are served by the Center as well as Home Base Head Start. Both options provide 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 701.845.1108.

Health Services
Graichen Gymnasium
800.532.8641 extension 37212
701.845.7212

All students have access to nursing health services free of charge. The University RN performs assessments, evaluates need for referral to local clinics and hospital, gives health care advice, and treats minor injuries.

Over the counter medications for common cold and illness are available, as well as medical supplies.

The University Health Service is located in the lower level of Graichen Gymnasium.

STUDENT ACADEMIC SERVICES
Mcfarland Hall 218
800.532.8641 extension 37302
701.845.7302
www.vcsu.edu/studentservices/

Disability Support Services

Students with disabilities are encouraged to submit their documentation to the office of Student Academic Services as soon as acceptance to Valley City State University has been received.

Tutoring

Peer tutoring is available in most of the courses at Valley City State University for two hours a week per course. 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 prerequisite courses prior to requesting a tutor. A student must make a commitment to be on time and prepared for tutoring sessions.

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, 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.
VCSU Required Housing Policy

All full time, first-time freshman students are required to reside on campus and be on a board plan for a period of one full academic year or two full semesters. The only exceptions to this policy are as follows:

1. The student is living at home, providing the home residence is within 35 miles of Valley City.
2. The student is 21 years of age.
3. The student is married or the single head of a household.

Students and parents/guardians will be asked to provide written verification of any off-campus residence. Students determined to be in violation of this policy will be considered in violation of the VCSU Student Code of Conduct and will be subject to disciplinary procedures. Students wishing to be considered as an exception are to contact the office of the Vice President for Student Affairs.

Student Apartments

Viking Court is a 16 unit housing complex consisting of two bedroom apartments. Students who wish to reside in Viking Court are encouraged to apply early at the Housing Office.

Residence Halls

Valley City State University provides three residence halls for a variety of life-styles. Rooms are provided with beds, desks, dressers, chairs, and closets. Students are required to provide their own bedding and towels. A live-in staff of Head Residents and Resident Assistants contribute to the quality and convenient on-campus housing option. A complete listing of the residence hall policies and procedures and a description of the residence halls may be found in the Residence Hall Handbook or online at www.vcsu.edu/housing.
As Chief Academic Officer of Valley City State University, the Vice President for Academic Affairs 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.

Information in this section provides policies and guidelines concerning registration, grading, advising, and other items related to your student status at VCSU. For additional information, feel free to contact the Academic Affairs Office.

REGISTRATION AND RECORDS

The items below follow the basic sequence for course information and related information for registration.

Academic Advising

Academic Advising is directed through the Office of Student Academic Services. All new students will be assigned advisors prior to the end of the first semester. Many students at the time of application are undecided about a study area. Undecided students are assigned an advisor who is prepared to help plan a schedule that will enable exploration in different academic areas while completing the general education requirements. An advisor can become the most valuable academic resource.

Registration

Students are expected to meet with their advisors before registering. Registration for classes occurs online through ConnectND in the term prior to the semester those classes begin. The registration process is not complete until all fees are paid.

Course Load for Students

Full-time enrollment is twelve semester hours. Students in good standing may register for up to nineteen semester hours. Students wishing to enroll in more than 19 hours must meet the appropriate grade point average standards.

In order to take 20 to 21 semester hours, the student must maintain a minimum cumulative grade point average of 3.00. The student wishing to take 22 or 23 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 during any one semester.

Full-time enrollment for the summer term is six semester hours. A student in good standing may register for up to nine semester hours for courses that are scheduled concurrently.

Any exception to the above policy requires a petition to the Academic and Scholastic Standing Committee. Petitions are available in the Office of the Director of Student Academic Services.

Class Attendance

The student is expected to meet the attendance requirements for each class.
Adding or Dropping a Course

Course schedule changes may be processed in Campus Connection (online student self-service) through the tenth calendar day of the fall term and the eleventh calendar day of the spring term. After the tenth calendar day of the fall term or the eleventh calendar day of the spring term, course schedule changes must be processed by submitting a Drop/Add card with appropriate signatures to the Office of the Registrar.

Add: A student may add a semester-length course through the tenth calendar day of the fall term and the eleventh calendar day of the spring term. Courses within a shorter session and the summer term will have a proportional last day to add. Specific add dates for the term and each session can be found at www.vcsu.edu/registrar/.

Drop with No Record: A student may drop a semester-length course and no record of the course will appear on the student’s transcript if the drop is processed on or before the tenth calendar day of the fall term and the eleventh calendar day of the spring term. Courses within a shorter session and the summer term will have a proportional last day to drop with no record. Specific drop with no record dates for the term and each session can be found at www.vcsu.edu/registrar/.

Drop with Record: A student may drop a semester-length course at any time during the first twelve weeks of the semester. A grade of “W” will be recorded on the student’s transcript for all courses dropped after the Drop with No Record deadline. Courses within a shorter session and the summer term will have a proportional last day to drop with a record. Specific drop with a record dates for the term and each session can be found under at www.vcsu.edu/registrar/.

No course schedule changes are permitted after the Drop/Add deadlines except in highly unusual circumstances. Such changes require the student to submit a petition to the Academic and Scholastic Standing Committee for a decision on whether or not the change will be permitted.

Drop/Add cards and Petitions are available in the Office of the Director of Student Academic Services.

Withdrawal from the University

A student considering withdrawal from Valley City State University is strongly encouraged to contact the Office of Student Academic Services prior to finalizing a decision. If for any reason a student finds it necessary to withdraw from all courses during the semester, an official withdrawal must be filed with the Director of Student Academic Services. The last day to withdraw from the university is the last business day of the 12th week of classes. If the student is receiving financial aid, the student must contact the Office of Financial Aid to develop a repayment plan. If the student has been issued a computer, the student must return the computer within 24 hours unless prior arrangements are made with the Director of the Help Desk. In case of an emergency withdrawal, it is the responsibility of the student to notify a university official.

Failure to follow withdrawal procedures may result in failing grades in all courses for the semester.

A student who fails to withdraw from all courses by the last business day of the 12th week of classes may be eligible for a late withdrawal. A late withdrawal must be for reasons beyond the student’s control, including but not limited to the following: medical, death of a family member, natural disaster, or other emergency. A petition for a late withdrawal must be filed with the Director of Student Academic Services. Third party documentation is required to support a petition for a late withdrawal.

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 “Transcript Request” form can be found at www.vcsu.edu/registrar/ should be submitted by the student to the Office of the Registrar, 101 College Street SW, Valley City, ND, 58072, or fax to 701.845.7299.

Each transcript includes the student’s entire academic record to date and current academic status. Partial transcripts are not issued.
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 per week for a period of 15 weeks or the equivalent.

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>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>WAU</td>
<td>Withdrawal - Audit</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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, W, and WAU carry no grade point value and are not included in the calculation of the grade point average.

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 subjects 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. No grade points are assigned. A maximum of 15 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.

Incompletes

The grade of incomplete is negotiated between instructor and student. This infrequently used option accommodates the student who was affected by conditions beyond his/her control (e.g. prolonged illness, family death) and who could not reasonably complete the course work during the term of enrollment, but who has in other respects done passing work for the semester. Whether or not a grade of I is assigned is entirely the prerogative of the course instructor. The student and instructor will develop a written contract detailing the assignments which remain to be completed and the time frame for completion. 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. The instructor may request an extension of the time period by emailing the Office of the Registrar.

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 Office of the Registrar of his or her intent to audit a course no later than the tenth calendar day in the fall term and the eleventh calendar day in the spring term. Cost of audit is one half tuition plus applicable fees.

Repeating a Course

A student may repeat a course to improve a grade. The original and repeated course grade will appear on the transcript. Only the most recent grade will be calculated in the cumulative grade point average.

Academic Honors

A student who completes 12 semester hours of Valley City State University classes for which grade points are earned and who received a grade point average of at least 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, magna cum laude. A 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>15</td>
<td>1.60</td>
</tr>
<tr>
<td>30</td>
<td>1.80</td>
</tr>
<tr>
<td>60</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 14 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, 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:

- **Freshman** <24 credits
- **Sophomore** 24-59 credits
- **Junior** 60-89 credits
- **Senior** > 90 credits

Non degree 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.

**Course Level**

Courses numbered 100 to 199 are considered 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. Graduate courses will have numbers between 601-699 and 701-799. Courses with the number 700 are continuing education courses and are not eligible for use in the Master's program. 600 and 700 numbered courses are only available to students who have earned a Baccalaureate Degree.

**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.

**ADDITIONAL CREDIT OPPORTUNITIES**

**Challenging a Course**

The student who wishes to challenge a course must obtain a request form from the Office of the Registrar. 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 tuition plus applicable fees 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.

**Correspondence Study**

A maximum of 16 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.

**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 the Registrar. National exams include Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) and the Dantes Subject Standardized Tests (DSST).

**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 a Valley City State University degree. This program is administered through the Vice President for Academic Affairs. The adult learner must enroll in ASC 180 Prior Learning Assessment for Academic Credit. For specific questions on PLA contact the Office of Career Services.
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 military transcript of courses.

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 10, 11 and 12 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.

1. A VCSU course taught by a high school teacher at the high school.
2. A VCSU course offered as part of the regularly scheduled term offerings at the University.
3. A college course taught in the high school by a VCSU professor. This course could be delivered by the college professor directly within the high school or via online or interactive television.

For more information on the Jump Start Program, go to page 14.

Foreign Language Placement Policy

A student may receive up to 12 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 tuition plus applicable fees for the credit to be received.

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 their department chair or advisor and 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 or full time with a local employer or virtually anywhere in the world. 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 course. Students can earn from 3 to 12 credits per semester, depending on the total hours to be employed; however, 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.

Project 65

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

Transfer Credit

Valley City State University accepts transfer credit from regionally accredited institutions of postsecondary education. Transfer credit from nationally accredited institutions may be reviewed and accepted on a course by course basis. Transfer credit from non-accredited institutions will not be accepted in transfer. Before transfer credits are evaluated for specific course equivalencies or program requirements, the credits must be accepted by the Office of the Registrar according to university policies and procedures. The application of the transfer credit to program requirements is the responsibility of the faculty.

The Office of the Registrar evaluates transfer credits according to institutional requirements and North Dakota University System policies and procedures in consultation with appropriate faculty. College-level credits that do not have course equivalents or do not meet a program requirement at Valley City State University will be accepted as general electives and count toward total credits required for graduation. Transfer students who are dissatisfied with the course equivalency determinations may consult the appropriate Division Chair, in an attempt to more precisely define equivalencies or identify appropriate substitutions. If necessary for transfer evaluation, students are responsible for providing course descriptions and course syllabi.

Total hours earned from all transfer institutions are entered on the Valley City State University transcript. If necessary credits will be converted to semester hours. Transfer courses and grades appear on the official VCSU transcript and are used in the calculation of cumulative grade point average.

Limitations on Transfer Credit

Developmental Credit: Credit for developmental courses is not accepted in transfer if the course is developmental by definition of the transferring institution or if it is equivalent to a developmental course at VCSU. Transfer credit earned at the developmental level will be transcribed on the official VCSU transcript. However, these credits will not count toward earned credit or be calculated in the cumulative grade point average.

Graduate and Continuing Education Credit: Credit earned at the graduate level and non-degree continuing education is not accepted in transfer at the undergraduate level.

Credit by Examination or Life Experience: Credit earned by institutional examination or life experience is not accepted for transfer. For more information on the acceptance of national credit by examination, go to Page 36 under the Additional Credit Opportunities.

Military Credit: Basic training courses are accepted in transfer as HPER 100 and fulfill the Wellness category of General Education requirement at VCSU. All other military credit is evaluated using the most recent ACE Guide recommendations. Military work experience will not be accepted.
General Education Transfer Agreements

Transfer students who have graduated from a regionally accredited institution and have completed a general education program at that institution consisting of a minimum of 36 semester hours will be deemed to have met all lower division general education requirements at VCSU. This may include transfer students who have earned an Associate of Arts, Associate of Science, Bachelor of Arts, or Bachelor of Science degree. If the general education requirements are not complete upon transfer, the transcript will be evaluated on a course-by-course basis. Even if the lower division general education requirements have been met, students are strongly encouraged to meet with an academic advisor. Some majors require specific or additional general education courses be completed as an upper division program requirement.

The North Dakota University System (NDUS) General Education Requirement Transfer Agreement (GERTA) 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.

The North Dakota University System (NDUS) also has specific general education transfer agreements with the Minnesota System of Colleges and Universities (MnSCU), South Dakota University System, Washington State Community and Technical Colleges, and Wyoming Community Colleges for students who have completed an Associate in Arts or an Associate in Science degree.

DISTANCE LEARNING AT VCSU
800.532.8641 extension 37206
701.845.7206
http://distancelearning.vcsu.edu/

Distance Learning

Through technology and innovation, VCSU seeks to advance quality distance learning opportunities for traditional and nontraditional students through access to courses and degree completion.

Distance Learning students should expect the same level of academic rigor from a distance learning course as from a course delivered in a traditional classroom setting. The VCSU Schedule and the Distance Learning website provide a list of distance learning courses and programs.

Online

Delivered principally through Internet technologies, online courses can facilitate different learning styles, foster more active and independent learning, and provide greater access to higher education. On-campus attendance is not required for class participation. Students can work with course materials at their own convenience or they can collaborate on class projects using web-based communication tools. Through technology and innovation, VCSU online courses expand the boundaries of the traditional classroom.

Hybrid

Hybrid courses combine face-to-face classroom instruction with web-based or online components. By presenting a significant amount of course content online, reduced classroom time can be spent more efficiently and effectively. Hybrid courses unite the benefits of the traditional classroom with the advantages of online learning to promote more active independent learning and reduce needless seat-time.

Off Campus: Face-to-Face

Courses may be offered “in person” by an instructor at a site other than the VCSU campus, allowing students to complete a degree closer to home at times more convenient to their schedules.

The North Dakota Interactive Video Network (IVN)

IVN is a statewide high quality videoconference system. All IVN rooms are equipped with video cameras, monitors, microphones and other specialized equipment that provides real-time two-way audio and video connection to sites across the state, providing access to higher education to North Dakotans who live where programs would otherwise be unavailable.
FIELDS AND PROGRAMS OF STUDY

Valley City State University offers majors, minors, concentrations, and certificates in the following fields of study.

MEd  Masters
M    Major
m   Minor
c  Certificate
cc Certificate of Completion
cr  Credential
e  Endorsement

The page number referenced in parentheses indicate where requirements are listed.

MEd  Master of Education
  -  English Language Learners Concentration
  -  Library & Information Technologies Concentration
  -  Teaching & Technology Concentration
  -  Technology Education Concentration

M    Art - Composite
M    Art Education
m   Art (85)
m   Athletic Coaching
cc  Athletic Coaching
M    Biology
M    Biology Education – Composite
m   Biology
m   Business
M    Business Administration - Composite
  -  Accounting Concentration
  -  Business Generalist
  -  Business Process Integration Management
  -  Finance Concentration
  -  Human Resources Management Concentration
  -  Management Concentration
  -  Marketing Concentration
M    Business Education - Composite
M    Business Education
m   Business
m   Business Software Applications
M    Career & Technical Education - Composite
M    Chemistry
M    Chemistry Education - Composite
m   Chemistry
M    Computer Information Systems - Composite
M    Computer Science
c  Customer Relationship Management
cc  Digital Design
m   Earth and Environmental Science
M    Elementary Education
M    English
M    English Education
m   English-Elementary
m   English-Secondary
c  Enterprise Applications
M    Exercise Science and Leisure Studies
M    Fisheries & Wildlife Science Composite
M    Health Education
m   Health Education
M    Health Science - Composite
M    History
M    History Education
m   History
M    Human Services Composite
m   Human Resources
m   Library Media and Information Science
m   Marketing
M    Mathematics
M    Mathematics Education
m   Mathematics
m   Mathematics-Elementary
m   Mathematics-Secondary
M    Music
M    Music Education - Composite
M    Music with an Emphasis in Business
m   Music
m   Music with an Emphasis in Business
M    Office Management – Composite
m   Office Management
M    Physical Education - K-12
m   Physical Education (Elementary & Secondary)
m   Physics
m   Piano Pedagogy
M    Professional Communication
M    Psychology
m   Psychology
M    Social Science - Composite
M    Social Science Education – Composite
m   Sociology
M    Spanish
M    Spanish Education
m   Spanish
m   Speech-Communication-Theatre Arts
m   Teaching English Language Learners
M    Technology Education
m   Technology Education
m   Theatre

Other Listings

Professional Education Sequence - K-12 and Secondary

e   English as a Second Language Endorsement
e   Kindergarten Endorsement
e   Middle Level Endorsement
cr  Title I Reading Credential
GENERAL EDUCATION ABILITIES

Today’s graduates need fundamental abilities and a firm understanding of the world around them. To stay viable in the marketplace, 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 their lives. These General Education Requirements, therefore, provide a broad intellectual understanding and focus on the 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, such as video, digital, and PowerPoint presentations.
- **Performance**: communicates thoughts, information, emotions, or moods through a performance medium such as music, dance, theatre, art, or presentation.

Collaboration: To work together to reach a common goal.

- **Positive interdependence**: understands responsibility and acts appropriately to promote the group’s success.
- **Leadership**: delegates and demonstrates accountability for a group’s success.

Aesthetic Engagement: To develop an increased understanding and appreciation of creative human endeavor.

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

Technology Literacy: To use technological tools and processes to improve learning, productivity, and/or performance.

- **Computational and Communication Technology**: uses technology responsibly, appropriately, and effectively uses technology to discover, investigate, create, assess, manage, and communicate information.
- **General Technology**: (all other forms of technology) uses technology responsibly, appropriately, and effectively uses technology to discover, investigate, or create.

Effective Citizenship: To be actively involved in improving the community and environment.

- **Provides Service**: As a good role model and teacher, actively involved in improving the community and the environment while teaching others to do the same.
- **Teaches Others**: teaches others new skills.
- **Facilitates Change**: responsibly questions existing beliefs and conditions taking appropriate action for change.

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, the environment and the global community.

Wellness: To make constant and deliberate choices that lead to a well-balanced life.

- **Self-Management**: demonstrates self-directed commitment.
- **Self-Worth**: cultivates an intrinsic sense of personal value.
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.

Placement in Math and English 110 is guided by student’s high school academic record and ACT scores. Students with English ACT 15 or lower should enroll in ENGL 100 before attempting ENGL 110. Students should enroll in the appropriate Math course as follows:

- **MATH 099**
  - ACT of 14 or less
  - ACT of 15 through 18 with 8 or less on pre-algebra/algebra portion

- **MATH 102**
  - ACT of 15 through 18 with 9 or higher on pre-algebra/algebra portion
  - ACT of 19 through 21 with 9 or less on algebra/coordinate geometry portion

- **MATH 103**
  - ACT of 19 through 21 with 10 or higher on algebra/coordinate geometry
Required General Education Courses  
38 hours

Communication and Collaboration ................................ 9 hours
ENGL 110 College Composition I

and

ENGL 120 College Composition II

or  ENGL 125 Introduction to Professional Writing

and

COMM 110 Fundamentals of Public Speaking

or  COMM 212 Interpersonal Communication

or  COMM 216 Intercultural Communication

Problem Solving .................................................. 11 hours
Mathematics (Complete one course) .......................... 3 hours
MATH 103 College Algebra
MATH 104 Finite Mathematics
MATH 107 Precalculus
MATH 165 Analytic Geometry & Calculus I

Lab Science (Complete two courses) ......................... 8 hours
BIOL 111 Concepts of Biology
BIOL 150, 151 General Biology
BIOL 170 General Zoology
BIOL 220, 221 Human Anatomy & Physiology
CHEM 115 Introductory Chemistry
CHEM 116 Introduction to Organic & Biochemistry
CHEM 121, 122 General Chemistry
GEOL 100 Introduction to Earth Science
GEOL 106 The Earth Through Time
PHYS 100 Concepts of Physics
PHYS 110 Introductory Astronomy
PHYS 161, 162 Introductory College Physics I, II
PHYS 251, 252 University Physics I, II
TECH 161 Technology, Engineering, and Design

Wellness ........................................................................ 2 hours
HPER 100 Concepts of Fitness and Wellness

Technology (Complete one course) ............................ 2 hours
CIS 170 Introduction to Computer Information Systems
CSCI 127 Introduction to Programming in Java
CSCI 160 Introduction to Structured Programming I

Aesthetic Engagement .............................................. 6 hours
Literacies – Literary, Media, Philosophic
(COMPlete one course) ............................................ 3 hours
ENGL 220 Introduction to Literature
ENGL 225 Introduction to Film
ENGL 241 World Literature I
ENGL 242 World Literature II
ENGL 261 American Literature I
ENGL 262 American Literature II
HUM 201 Civilization, Thought, & Literary Heritage
SPAN 201 2nd Year Spanish I
SPAN 202 2nd Year Spanish II
THEA 110 Introduction to Theatre Arts
THEA 161 Acting One

Art and Music Foundations – (Complete one course) 3 hours
ART 110 Introduction to the Visual Arts
HUM 202 Fine Arts and Aesthetics
MUS 100 Music Appreciation

Global Awareness and Effective Citizenship ............ 6 hours
(Complete two courses)
COMM 112 Understanding Media and Social Change
COMM 114 Human Communication
ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
GEOG 151 Human Geography
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 260 Women in America
HIST 267 Environmental History
HIST 270 Native American Studies
PSCI 115 American National Government
PSCI 116 State and Local Government
PSYC 111 Introduction to Psychology
SOC 110 Introduction to Sociology
SOC 111 Introduction to Anthropology

Additional Humanities and Social Science............. 2 hours
Complete one additional course from the area of
Aesthetic Engagement or Global Awareness

or

ART 112 Design
ART 231 Drawing
ART 281 Ceramics
GEOG 111 Survey of Geography
MUS 131 Concert Choir
MUS 141 Concert Band
THEA 201 Theatre Practicum

Students should view their major program for general education required courses.
DEGREE OPTIONS AND REQUIREMENTS

Undergraduate students at VCSU have four degree options: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of University Studies.

In addition to selecting a major program of study, students must choose which degree to pursue. The Bachelor of Science degree prepares students in specific discipline areas, while the Bachelor of Arts degree provides academic breadth in the liberal arts. The Bachelor of Science in Education is designed to prepare students for licensure as elementary and secondary teachers.

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 requirements for each degree are listed as follows:

Bachelor of Arts
1. Completion of the General Education requirements.
2. Completion of a major and a minor, a double major, or a composite major.
3. Completion of the 16 semester hour cultural block. In consultation with their advisor, students select a 16 hour block of related courses from the following areas: Spanish, art, music, English, theatre, photography, and history. Courses used for this requirement may not be double-counted and may not include credits for portfolio preparation or internships.
4. Completion of the requirements for graduation (as stated in this Catalog on page 43).
5. Completion of a minimum total of 120 semester hours.

Bachelor of Science
1. Completion of the General Education requirements.
2. Completion of a major and a minor, a double major, or a composite major.
3. Completion of the requirements for graduation (as stated in this Catalog on page 43).
4. Completion of a minimum total of 120 semester hours.

Bachelor of Science in Education
1. Completion of the General Education requirements.
   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 an education major.
3. Completion of the Professional Education sequence.
4. Completion of requirements for admission to Teacher Education.
5. Successful completion of student teaching experience.
6. Successful completion of Praxis II requirements.
7. Completion of the requirements for graduation (as stated in this Catalog on page 43).
8. Completion of a minimum total of 120 semester hours.

Bachelor of University Studies
2. 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.
3. A program of study consisting of a minimum of 120 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.
4. Completion of the requirements for graduation (as stated in this Catalog on page 43).
5. 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.

Master of Education
For a description of master degree options and requirements, see page 144 of this Catalog.
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 the Registrar. The deadline dates for applying are published in the academic calendar.

2. A minimum of 120 semester hours are required for graduation with a bachelor’s degree.

3. A minimum of six hours of Valley City State University credit are required for a major and three hours for a minor. All candidates for a degree must complete 24 semester hours from VCSU, except Career-Technical Education majors, who must complete 12 hours from VCSU.

4. All academic requirements must be completed before a student may graduate.

5. For the bachelor’s degree, a minimum of 30 upper division semester hours must be completed at the 300 and 400 course level. Career-Technical Education majors complete an area of technical specialty in lieu of this requirement.

6. The same course may not be used to fulfill requirements in two areas except when the student is graduating with a composite major, double major, or with more than one minor. Majors in education are considered “composite” majors.

7. All candidates for a degree must have a cumulative grade point average of at least 2.0. The student must also demonstrate a minimum grade point average of 2.0 in each of the following areas: major, minor, area of concentration, certificate, and general education. Those students receiving a B.S. in Education degree must have a cumulative grade point average of at least 2.50.

8. All financial obligations to the University must be met at least two weeks before the date of graduation.

9. 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 exercise. Other immediately preceding term graduates are encouraged to attend, as well.

10. All candidates for a degree must successfully demonstrate VCSU abilities using a digital portfolio. Successful completion of the portfolio is determined by the academic division for each major earned.
Failure to Complete Requirements

Students must complete all requirements for the degree within 30 days of the end of the semester of graduation or apply for graduation in a subsequent semester.

The Digital Portfolio Requirement at VCSU

As part of their graduation requirement at VCSU, all students must develop a digital portfolio that demonstrates 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 39) 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 Academic division/school are indicated in the description of each division/school. 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-ROM or DVD. 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 39 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.

Students with B.S. in Education programs must also complete the professional education Abilities required by the School of Education.

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.

OTHER STUDENT SPECIFIC INFORMATION

Family Education Rights and Privacy Act (FERPA)

As custodian of student records and 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 with 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 Office of the Registrar.

Student records maintained by the university fall into two general categories—directory information and educational records.

Directory Information

a. Directory information is information concerning a student which may be released publicly. It includes the following: the Student’s name, address, e-mail address, telephone number, date and place of birth, major and minor field of study, class level, enrollment status, participation in officially recognized activities and sports, weight, height and photos of members of athletic teams, photographs, video and electronic images, dates of enrollment, degrees and honors/awards received, date degree earned and name(s) of previous educational institution(s) attended by the student.

b. Students may request that any or all of their directory information not be made public by completing a form in the Office of the Registrar between 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.

FERPA privileges cease upon the death of a student. A written and signed request from the decedent’s parent, guardian or spouse is required for release of this information. FERPA privileges end when an individual is no longer a student.
LEARNING TO LIVE, LIVING TO LEARN

First year students will enroll in ASC 150, Learning to Live, Living to Learn, a seminar which provides an introduction to many aspects of campus life at VCSU. The Learning to Live course begins during the opening weekend activities prior to the start of fall semester and continues into the semester.

Learning to Live course topics include team building, orientation to campus services, adjusting to college, substance abuse issues, academic policies, time management, academic advising, orientation to career services, learning styles, stress management, ConnectND training, and paying for college. In addition, students complete a required service project.

First year students 21 years or older and those entering with 23 or more semester hours may elect not to take ASC 150.
**Mission and Objectives**

The mission of the School of Education is to prepare preservice students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, middle school, early childhood, reading, and English language learners. Graduates need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The School’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.

**Accreditation and Program Approval**

The Teacher Education Program at Valley City State University is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The NCATE Standards focus on the following six areas:

- Candidate Knowledge, Skills and Dispositions
- Assessment System and Unit Evaluation
- Field Experience and Clinical Practice
- Diversity
- Faculty Qualifications, Performance and Development
- Unit Governance and Resources

The Teacher Education Program at Valley City State University is also approved by the North Dakota Education Standards and Practices Board (ESPB).

**Goals**

The broad goals of the teacher education program at Valley City State University are to prepare entry-level teachers who:

1. Plan, implement and evaluate lessons that demonstrate an understanding of the experiences, materials, and technologies through which all children learn, grow and develop.
2. Demonstrate the ability to manage a classroom.
3. Demonstrate the ability to assess student learning.

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 culturally diverse students;
5. Can effectively use a variety of instructional 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 all 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;
20. And 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 four teaching functions:

Planning

While planning, the teacher must make decisions regarding areas such as content standards, 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 decisions need to be made quickly as the teacher responds to student 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 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.

Reflecting

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 and field experiences. The field experiences and clinical practice take place in K-12 school classrooms.

Field experiences commence during the sophomore year and continue through the senior year. Student teaching is the apex of the entire teacher preparation program completed during the senior year.

The preparation of preservice teachers is closely guided by the university faculty and cooperating K-12 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.
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 conduct, 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. The Committee will forward its recommendation to the Dean who will make the final decision. Any such action would be reflected in a letter from the School of Education Dean to the student and the advisor.

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 instructional strategies and the level of student learning. Student teaching experiences allow for application of the VCSU conceptual framework, adaptations for diversity, appropriate uses of technology, and reflection on teaching practice. Skills in decision making, various instructional strategies, classroom management procedures, and questioning are further enhanced.

Student teaching requires at least 12 full-time consecutive weeks. Additional information about student teaching is included in the VCSU Handbook for Student Teaching.
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/school 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 School of Education Dean may make exceptions to this criterion if circumstances warrant.

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. A criminal background investigation including the Bureau of Criminal Investigation and Federal Bureau of Investigation must be completed prior to student teaching.

7. During student teaching, students will not be allowed to take more than three semester hours of credit during the 12 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 School of Education may establish. The Teacher Education Committee will review the application and recommend to the Dean of the School of Education to approve or deny the application for admission to student teaching.

Criteria for Licensure Recommendation

The Dean of the School of Education 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.

5. Successful completion of Praxis II requirements and all ND licensure requirements.

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 Teacher Education Program may submit a written petition requesting exemption to the Teacher Education Appeals Committee. Items which students may appeal, include requirements regarding the grade point average; competency in reading, writing, mathematics, and speech; record of good conduct; scores of the Pre-Professional Skills Test; and other items as they relate to the Teacher Education program. The burden of proof for demonstrating the appropriateness of the request rests with the student.

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

Students wishing to appeal any recommendation of the Teacher Education Appeals Committee or a decision of the division chair should consult the Student Handbook, which details final appeals procedures under the University Hearings and Appeals Board.
Allen Memorial Library

ALLEN MEMORIAL LIBRARY
701.845.7277
800.532.8641, extension 37277
FAX: 701.845.7284
Email: library@vcsu.edu
http://library.vcsu.edu

Director: Donna V. James
800.532.8641 extension 37275
donn.james@vcsu.edu

Hours: During the academic year 7:45 am to 11:00 pm, M-Th. 7:45 am to 4:00 pm, Friday and from 5:00 to 11:00 pm, Sunday. Hours during holidays and during the summer may vary. Please phone.

The university’s library is located at the heart of the VCSU campus, between McFarland Hall and the Student Center. While many of the library resources are online and accessible 24 hours a day, print and media items, access to printers and other equipment, and reference assistance is available six days a week, when the library building is open. The library offers building-wide wireless access to the Internet, a student lounge and meeting areas, a classroom on second floor, and several listening areas and computer workstations with a variety of multimedia equipment.

MISSION
To support the overall mission of Valley City State University, Allen Memorial Library personnel provide access to resources through expedited cataloging and technical processing procedures, information literacy instruction at point of need and informal educational settings, efficient interlibrary loan and document delivery systems, and a customized request-for-purchase system that fills over 90% of suggestions for purchase.

SERVICES
The Library’s web site, at http://library.vcsu.edu, provides customized access points for a variety of resources including links to the state-wide OPAC via the Aleph interface, state and federal government documents, online ebooks, eReserves, electronic journals, and many other resources. On-campus access to all resources is IP authenticated, while members of the VCSU community from a distance can access the subscription resources through a simple remote authentication process. In order to better serve online information demands, the library is increasing the number of online and electronic resources specifically designed for university programs.

Allen Memorial Library offers professional reference services in person from 9:00 am to 3:00 pm M-F, additional eReference and reference-on-call services, and information literacy opportunities for faculty, staff and students by arrangement.

THE BUILDING
The lower level of Allen Memorial Library houses the Curriculum Library which supports the University’s undergraduate and graduate library education programs as well as the Teacher Education program. It provides a representative collection of pre-school through high school instructional resources including textbooks and instructional multi-media, along with children’s fiction and non-fiction books. In addition, the library cooperates with the Valley City Area Teacher Center and the South Central Education Cooperative (SCEC) by housing those collections and providing office space for administrative personnel. Resources in the Teacher Center are available for use by university staff, students, and faculty under the cooperative arrangement.

The second floor of Allen Memorial Library features an informal work area with vending machines, microwave, and DVD and VCR equipment as well as a recently remodeled classroom with wireless access, a laser printer and digital presentation equipment. A newly-installed satellite dish provides access to 128 informational, educational, and entertainment channels. The VCSU community uses this facility for collaborative work, informal classes, meetings, and other campus events.

HISTORY & SPECIAL COLLECTIONS
Allen Memorial Library, named after Valley City State University President from 1918-1936, Carlos Eben Allen, opened its doors in 1951 and presently houses nearly 200,000 books, periodicals, microforms, and nonprint materials. The collection’s strengths reflect the curricular strengths of the University: education, business, information science, the arts, as well as general science, mathematics, humanities, and social sciences. Special collections include:

- the North Dakota Collection (which includes the centennial histories of many towns),
- a growing Germans from Russia Collection, and
- the Larry Woiwode Manuscript Collection.
Division of Business and Information Technology

Today’s global economy is more competitive than ever, and VCSU is a great place to launch a successful career. Faculty bring real-world experience to the classroom so they know how to apply the principles they teach. VCSU has partnerships with leading Enterprise Software providers (including Microsoft, SAP, and Oracle) and incorporate their software into the curriculum so students graduate with hands-on experience. Faculty build relationships with area businesses to create more opportunities for internships. Innovative programs like CRM and Enterprise Applications certificates give students specialized skills that employers demand.

Division of Communication Arts and Social Science

Department of Communication Arts
Department of Social Science

The focus of the Division of Communication Arts and Social Sciences is to develop the human capabilities of communication and social organization. Majors include English, History, Professional Communication (available online), Human Services, Psychology, Spanish, and Social Science.

Division of Fine Arts

Department of Art
Department of Music

At VCSU, all students benefit from developing aesthetic responsiveness, cultural awareness, and historical and contemporary perspective. In addition, the Fine Arts Division also prepares students for careers in K-12 Art Education and K-12 Music Education; professional study in Fine Arts; and for careers in arts-related businesses and in music business and industry. Majors include Art and Art Education (K-12 Certification), Digital Design (Certificate), Music, Music Education (K-12 Certification), and Music Business. Minors include Art, Music, Music Business and Piano Pedagogy.

Division of Mathematics, Science and Health & Physical Education

Department of Health & Physical Education
Department of Mathematics
Department of Science

Math and Science prepare students for a career or graduate studies in pure and applied sciences, mathematics, and related areas. Health & Physical Education develops the knowledge, skills, attitudes, and values that come from physical activity throughout one’s life. Available majors include Biology, Chemistry, Exercise Science & Leisure Studies, Health Education, Health Science, Science, Mathematics, Physical Education – K-12, and Wildlife & Fisheries Science.

School of Education & Graduate Studies

Department of Technology

VCSU was founded as a ‘teacher’s college’ over 100 years ago, and teacher education remains one of our specialties. Undergraduate majors are available in Elementary and Secondary Education, and Technology Education (online).

Valley City State University’s School of Education and Graduate Studies offers a Master of Education degree (M.Ed.) with four specific areas of concentration, Library and Information Technologies, Teaching English Language Learners, Teaching and Technology, and Technology Education. This online program may be completed in two years over six semesters.
The overall objective of the Division of Business and Information Technology is to prepare students for gainful employment and further education through continually improving programs in the various areas of business, education, and information systems.

Business and Information Technology Learning Outcomes:

1. Students will develop marketable skills for professional employment or graduate work in business and information systems. The vast majority of BIT Division graduates will secure employment commensurate with their chosen degree. Students who wish to pursue further education will be prepared to successfully complete the program to which they are accepted.

2. Students will gain considerable knowledge of subject matter to form a strong foundation for future career endeavors evidenced as follows:
   a. Business Administration students’ knowledge of accounting, finance, economics, human resources, marketing and management will compare favorably with students across the nation as measured by a standardized content exam.
   b. CIS students will demonstrate advanced command of complex technology integration through successful capstone project completion.
   c. Students pursuing education degrees within business and career and technical areas will successfully pass subject area exams and gain teaching licensure.

3. Students in BIT majors will increase and broaden understanding and capabilities with technology selection and application.

4. Students will develop the following professional abilities and skills through courses leading to a major in the Division of Business and Information Technology:
   a. **Collaboration**: To work together to reach a common goal.
   b. **Communication**: To convey thoughts, ideas, data, information, and messages effectively.
   c. **Global Awareness**: To look beyond one’s immediate self and local community.
   d. **Problem Solving**: To select and use appropriate and effective approaches and tools in solving a wide variety of problems.
   e. **Technology Literacy**: Use technological tools and processes to improve learning, productivity, and/or performance.

### Majors:

**Business Administration – Composite (B.S.)**
- Accounting
- Business Generalist
- Business Process Management
- Finance
- Human Resource Management
- Management
- Marketing

**Business Education – Composite (B.S. in Ed.)**

**Career and Technical Education – Composite (B.S., B.S. in Ed)**

**Computer Information Systems – Composite (B.A., B.S.)**

**Office Management – Composite (B.S.)**

### Minors:

- Business
- Business Software Applications
- Marketing
- Office Management

### Certificates:

- Customer Relationship Management
- Enterprise Applications

### Certificates of Completion:

- Digital Design

### Faculty:

- James Crawford, M.S., Assistant Professor
- Brenda Finger, M.S., Instructor
- Kerry Gregoryk, Ph. D., Associate Professor
- Jane Hammer, M.S., Assistant Professor
- Ralph Hooper, J.D., CPA, Associate Professor
Faculty (continued from previous page):
David Melgaard, M.S., Professor
Jamie Paurus, M.B.A., Instructor
Susan Pfeifer, M.S., PMP, Assistant Professor
Rick Ross, M.S., Assistant Professor
Tim Schilling, M.S., Assistant Professor
Kristin Slyter, M.S., Instructor

* Indicates Graduate Faculty

Division of Business and Information Technology has alliances with
- Microsoft Developers Network Academic Alliance (MSDNAA)
- Oracle Academic Alliance
- SAP University Alliance Program (SAP UAP)
- Americas’ SAP Users Group (ASUG) University Connection
- VMWare

COMPOSITE MAJOR
BUSINESS ADMINISTRATION
(B.S.)

Required General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 170</td>
<td>Introduction to Computer Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Introduction to Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses 49 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 321</td>
<td>Financial Reporting and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 314</td>
<td>Business Reports and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 336</td>
<td>Business Data Solutions</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 337</td>
<td>Authoring Digital Publications</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 491</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>CIS 370</td>
<td>Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECON 261</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 375</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 370</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 460</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 480</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 485</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Students are strongly encouraged to select a business internship and courses outside the Business and Information Technology Division.

Area of Concentration 18 to 21 hours

Select one of the following areas:

AREAS OF CONCENTRATION

Accounting 18 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 207</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 305</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 322</td>
<td>Financial Reporting and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 355</td>
<td>Federal Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 460</td>
<td>Fund Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 376</td>
<td>Business Finance II</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the requirements to take the CPA exam is completing a minimum of 150 semester hours, of which a minimum of 24 hours must be in general business subjects. Students completing the Accounting Concentration will complete 27 hours in accounting courses and over 24 hours in general business subjects. However, since VCSU requires 120 hours to complete a degree, students will need additional courses to complete the 150 semester hour requirement. In addition, VCSU does not offer some accounting courses considered essential to passing the CPA exam such as Auditing and Advanced Accounting. Therefore, VCSU students who plan to write the CPA exam should strongly consider applying to graduate school to complete the additional courses that would qualify them to write the exam.
### Business Generalist
- **ACCT 207** Managerial Accounting 3 hours
- **CIS 330** Information Systems Management 3 hours
- **FIN 376** Business Finance II 3 hours
- **MGMT 381** Project Management 3 hours
- **MGMT 425** Human Resource Management 3 hours
- **MRKT 370** Advertising and Promotions 3 hours

**SELECT ONE OF THE FOLLOWING:**
- **MRKT 405** Retailing 3 hours
- **MGMT 350** Quantitative Analysis and Operations Management 3 hours

### Business Process Management
- **CIS 380** Systems Analysis and Design 3 hours
- **CIS 381** Project Management 3 hours
- **CIS 386** Business Intelligence 3 hours
- **CIS 470** Customer Relationship Management 4 hours
- **COMM 420** Online Communication and Documentation 3 hours
- **MGMT 350** Quantitative Analysis and Operations Management 3 hours

### Finance
- **ACCT 207** Managerial Accounting 3 hours
- **ACCT 322** Financial Reporting and Analysis II 3 hours
- **ACCT 355** Federal Taxation 3 hours
- **FIN 376** Business Finance II 3 hours
- **FIN 380** Principles of Investments 3 hours
- **MGMT 350** Quantitative Analysis and Operations Management 3 hours

### Human Resource Management
- **COMM 304** Corporate Communication 3 hours
- **COMM 311** Communication and Interviewing 3 hours
- **MGMT 350** Quantitative Analysis and Operations Management 3 hours
- **MGMT 425** Human Resource Management 3 hours
- **MGMT 426** Compensation and Benefits Administration 3 hours
- **MGMT 430** Organizational Behavior 3 hours
- **SOC 300** Race, Ethnic and Gender Relations 3 hours

### Management
- **ACCT 207** Managerial Accounting 3 hours
- **MGMT 350** Quantitative Analysis and Operations Management 3 hours
- **MGMT 381** Project Management 3 hours
- **MGMT 425** Human Resource Management 3 hours
- **MGMT 430** Organizational Behavior 3 hours
- **MRKT 319** Website Authoring 3 hours

### Marketing
- **COMM 314** Public Relations 3 hours
- **MRKT 319** Website Authoring 3 hours
- **MRKT 370** Advertising and Promotions 3 hours
- **MRKT 375** Consumer Behavior 3 hours
- **MRKT 405** Retailing 3 hours
- **MRKT 415** Marketing Research and Information 3 hours

### COMPOSITE MAJOR

#### BUSINESS EDUCATION (B.S. in Ed.)

**Required General Education Courses**
- **CIS 170** Introduction to Computer Information Systems 2 hours
- **ECON 201** Principles of Microeconomics 3 hours
- **ECON 202** Principles of Macroeconomics 3 hours
- **ENGL 125** Introduction to Professional Writing 3 hours
- **PSYC 111** Introduction to Psychology 3 hours

**Required Courses**
- **ACCT 200** Elements of Accounting I 3 hours
- **ACCT 201** Elements of Accounting II 3 hours
- **ACCT 315** Business in the Legal Environment 3 hours
- **BOTE 102** Keyboarding 3 hours
- **BOTE 309** Office Management 3 hours
- **BOTE 314** Business Reports and Communication 3 hours
- **BOTE 336** Business Data Solutions 3 hours
- **BOTE 337** Authoring Digital Publications 3 hours
- **BVED 390** Methods and Materials in Teaching Business Subjects 4 hours
- **MGMT 330** Principles of Management 3 hours
- **MGMT 350** Quantitative Analysis and Operations Management 3 hours
- **MGMT 425** Human Resource Management 3 hours
- **MGMT 430** Organizational Behavior 3 hours
- **MRKT 305** Principles of Marketing 3 hours
- **MRKT 319** Web Site Authoring 3 hours

**Electives**
- **ACCT 321** Financial Report and Analysis I 3 hours
- **ACCT 322** Financial Report and Analysis II 3 hours
- **BVED 431** History, Philosophy, and Practices of Career and Technical Education 3 hours
- **BVED 432** Coordinating Cooperative Education Learning 2 hours
- **BVED 434** Leadership in Career and Technical Education in Student Organizations 2 hours
- **CIS 321** Fundamental of Networking 3 hours
- **CIS 360** Hardware and Operating Systems 3 hours
- **ECON 261** Business Statistics 3 hours
- **FIN 375** Business Finance I 3 hours
- **MGMT 425** Human Resource Management 3 hours
- **MGMT 460** International Business 3 hours
- **MRKT 370** Advertising and Promotions 3 hours
- **MRKT 405** Retailing 3 hours

**Professional Education Secondary Sequence** 31-32 hours
(Require for B.S. in Education Degree, see page 110 for details.)
MAJOR
BUSINESS EDUCATION
(B.S. in Ed.)

Required General Education Courses
CIS 170  Introduction to Computer Information Systems  2 hours
ECON 201  Principles of Microeconomics  3 hours
OR
ECON 202  Principles of Macroeconomics  3 hours
ENGL 125  Introduction to Professional Writing  3 hours
PSYC 111  Introduction to Psychology  3 hours

Required Courses  40 hours
ACCT 200  Elements of Accounting I  3 hours
ACCT 201  Elements of Accounting II  3 hours
ACCT 315  Business in the Legal Environment  3 hours
BOTE 102  Keyboarding  3 hours
BOTE 309  Office Management  3 hours
BOTE 314  Business Reports and Communication  3 hours
BOTE 336  Business Data Solutions  3 hours
BOTE 337  Authoring Digital Publications  3 hours
BVED 390  Methods and Materials in Teaching Business Subjects  4 hours
MGMT 330  Principles of Management  3 hours
MGMT 485  Entrepreneurship  3 hours
MRKT 305  Principles of Marketing  3 hours
MRKT 319  Web Site Authoring  3 hours

Special Program Requirements
Required for Career and Technical Education Certification by the North Dakota Department of Career and Technical Education: BVED 390, 431,432, 434  11 hours

Professional Education Secondary Sequence  31-32 hours
(Required for B.S. in Education Degree, see page 110 for details.)

Students are strongly encouraged to enroll in BUSI 491 Senior Portfolio.

COMPOSITE MAJOR
COMPUTER INFORMATION SYSTEMS
(B.A., B.S.)

Required General Education Courses
CIS 170  Introduction to Computer Information Systems  2 hours
ECON 201  Principles of Microeconomics  3 hours
ECON 202  Principles of Macroeconomics  3 hours
ENGL 125  Introduction to Professional Writing  3 hours

Required Courses  57 hours
ACCT 200  Elements of Accounting I  3 hours
ACCT 201  Elements of Accounting II  3 hours
BOTE 336  Business Data Solutions  3 hours
CIS 276  Business Languages  3 hours
CIS 330  Information Systems Management  3 hours
CIS 370  Enterprise Systems  3 hours
CIS 380  Systems Analysis and Design  3 hours
CIS 381  Project Management  3 hours
CIS 385  Database Theory/Design  3 hours
CIS 460  Network Systems Integration  3 hours
CIS 480  Capstone Project  3 hours
CSCI 127  Introduction to Programming in JAVA  3 hours
ECON 261  Business Statistics  3 hours
ENGL 310  Advanced Composition  3 hours
OR
ENGL 410  Technical & Scientific Writing  3 hours
OR
COMM 420  Online Communication & Documentation  3 hours
FIN 375  Business Finance I  3 hours
MGMT 330  Principles of Management  3 hours
MGMT 350  Quantitative Analysis and Operations Management  3 hours
MGMT 430  Organizational Behavior  3 hours
MRKT 305  Principles of Marketing  3 hours
*Select one of the designated upper level communication courses.

Electives  18 hours
CIS 321  Fundamentals of Networking  3 hours
CIS 360  Hardware and Operating Systems  3 hours
CIS 386  Business Intelligence  3 hours
CIS 410  Advanced Business Languages  3 hours
CIS 420  Internet Languages  3 hours
CIS 440  Advanced Digital Web Design  3 hours
CIS 462  Information Systems Security  3 hours
CIS 470  Customer Relationship Management (CRM)  4 hours
CIS 491  Senior Portfolio  1 hour
MRKT 319  Website Authoring  3 hours

Students are strongly encouraged to enroll in CIS 491 Senior Portfolio, 1 credit hour, in their last year of coursework.

Electives and/or Internship  12 hours

OR

Cultural Block  16 hours
(required for the BA Degree - see page 42, Bachelor of Arts item 3 for details)
COMPETITIVE MAJOR

OFFICE MANAGEMENT

(B.S.)

Required General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 170</td>
<td>Introduction to Computer Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Introduction to Professional Writing</td>
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</table>

Required Courses 45 hours

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 321</td>
<td>Financial Reporting and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 102</td>
<td>Keyboarding I</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 309</td>
<td>Office Management</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 314</td>
<td>Business Reports and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 336</td>
<td>Business Data Solutions</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 337</td>
<td>Authoring Digital Publications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 426</td>
<td>Compensation and Benefits Administration</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 480</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 319</td>
<td>Website Authoring</td>
<td>3</td>
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</table>

Choose from the following courses 21 hours

<table>
<thead>
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<tbody>
<tr>
<td>ACCT 207</td>
<td>Managerial Accounting</td>
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<tr>
<td>ACCT 322</td>
<td>Financial Reporting and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 497</td>
<td>Internship</td>
<td>3-12</td>
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<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 311</td>
<td>Communication and Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>ECON 261</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 375</td>
<td>Business Finance I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Quantitative Analysis and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 460</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 415</td>
<td>Marketing Research and Information</td>
<td>3</td>
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</tbody>
</table>

Electives 18 hours

Students are strongly encouraged to select courses outside of the Business and Information Technology Division.

COMPETITIVE MAJOR

CAREER AND TECHNICAL EDUCATION

(B.S.)

Required General Education Courses 3 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Math 103</td>
<td>College Algebra (Minimum level)</td>
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Required Courses 13 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BVED 431</td>
<td>History, Philosophy and Practices of Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>BVED 432</td>
<td>Coordinating Cooperative Education Learning</td>
<td>2</td>
</tr>
<tr>
<td>BVED 434</td>
<td>Leadership in Career and Technical Student Organizations</td>
<td>2</td>
</tr>
<tr>
<td>BVED 437</td>
<td>Student Performance Evaluation in Career and Technical Education</td>
<td>2</td>
</tr>
<tr>
<td>BVED 438</td>
<td>Developing &amp; Managing Competency-Based Instructional Materials</td>
<td>2</td>
</tr>
<tr>
<td>BVED 490</td>
<td>Methods for Teaching Career and Technical Education Subjects</td>
<td>2</td>
</tr>
</tbody>
</table>

Technical Specialty 36-50 hours

Students who have successfully completed a North Dakota Department of Career and Technical Education approved post-secondary program in their area of technical specialty from area Career and Technical (CTE) 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 (page 35).

Electives 21-35 hours

Students seeking Trade, Industry, Technical and Health (TITH) certification/credentialing from the North Dakota Department of Career and Technical Education (CTE) must successfully complete EDUC 250 Introduction to Teaching (Secondary) and EDUC 492 Clinical Practice for the certification requirement.

Students with the consent of their advisor should choose appropriate electives to complete 120 semester credits required for the degree.

Students are strongly encouraged to enroll in BUSI 491 Senior Portfolio.
COMPOSITE MAJOR
CAREER AND TECHNICAL EDUCATION
(B.S. in Ed.)

Required General Education Courses 3 hours
Math 103 College Algebra (Minimum level) 3 hours

Required Courses 13 hours
BVED 431 History, Philosophy and Practices of Career and Technical Education 3 hours
BVED 432 Coordinating Cooperative Education Learning 2 hours
BVED 434 Leadership in Career and Technical Student Organizations 2 hours
BVED 437 Student Performance Evaluation in Career and Technical Education 2 hours
BVED 438 Developing and Managing Competency-Based Instructional Materials 2 hours
BVED 490 Methods for Teaching Career and Technical Education Subjects 2 hours

Technical Specialty 36-50 hours
Students who have successfully completed a North Dakota Department of Career and Technical Education approved post-secondary program in their area of technical specialty from area Career and Technical (CTE) 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 (page 35).

Electives 0-5 hours
Students seeking Trade, Industry, Technical and Health (TITH) certification/credentialing from the North Dakota Department of Career and Technical Education (CTE) must successfully complete EDUC 250 Introduction to Teaching (Secondary) and EDUC 492 Clinical Practice for the certification requirement.

Students with the consent of their advisor, should choose appropriate electives to complete 120 semester credits required for the degree.

Students are strongly encouraged to enroll in BUSI 491 Senior Portfolio.

Professional Education Secondary Sequence 31-32 hours
(Required for B.S. in Education Degree, see page 110 for details.)

MINOR
BUSINESS

Required Courses 21-25 hours
ACCT 200 Elements of Accounting I 3 hours
ACCT 201 Elements of Accounting II 3 hours
ACCT 315 Business in the Legal Environment 3 hours
BOTE 102 Keyboarding I 3 hours
BOTE 309 Office Management 3 hours
BOTE 314 Business Reports and Communication 3 hours
BOTE 336 Business Data Solutions 3 hours

B.S. in Ed. students must take BVED 390 Methods and Materials for Teaching Business Subjects.

MINOR
BUSINESS SOFTWARE APPLICATIONS

Required Courses 24 hours
ACCT 200 Elements of Accounting I 3 hours
ACCT 201 Elements of Accounting II 3 hours
BOTE 309 Office Management 3 hours
BOTE 336 Business Data Solutions 3 hours
BOTE 337 Authoring Digital Publications 3 hours
CIS 360 Hardware and Operating Systems 3 hours
CIS 370 Enterprise Applications 3 hours
MRKT 319 Website Authoring 3 hours

B.S. in Ed. students must complete BVED 390 Methods and Materials for Teaching Business Subjects instead of a programming course.
### MINOR MARKETING

**Required Courses**
- MGMT 330 Principles of Management 3 hours
- MGMT 485 Entrepreneurship 3 hours
- MRKT 305 Principles of Marketing 3 hours
- MRKT 405 Retailing 3 hours

**Required Courses**
- MGMT 330 Principles of Management 3 hours
- MGMT 485 Entrepreneurship 3 hours
- MRKT 305 Principles of Marketing 3 hours
- MRKT 405 Retailing 3 hours

**MINOR MARKETING (Education)**
- BVED 390 Methods and Materials for Teaching Business Subjects 4 hours
- BVED 434 Leadership in Career and Technical Student Organizations 2 hours

**MINOR MARKETING (Non-Teaching)**
- MRKT 370 Advertising and Promotions 3 hours
- MRKT 415 Market Research and Information 3 hours

**Electives**
- BOTE 337 Authoring Digital Publications 3 hours
- BVED 431 History, Philosophy, and Practices of Career and Technical Education 3 hours
- BVED 432 Coordinating Cooperative Education Learning 2 hours
- CIS 370 Enterprise Applications 3 hours
- MGMT 425 Human Resource Management 3 hours
- MGMT 426 Compensation and Benefits Administration 3 hours
- MRKT 319 Website Authoring 3 hours
- MRKT 370 Advertising and Promotions 3 hours
- MRKT 375 Consumer Behavior 3 hours
- MRKT 415 Market Research and Information 3 hours

Students seeking CTE certification by the North Dakota Department of Career and Technical Education as part of the Marketing equivalency must take BVED 390, BVED 431, BVED 432, and BVED 434.

**MINOR OFFICE MANAGEMENT**

**Required Courses**
- ACCT 200 Elements of Accounting I 3 hours
- ACCT 201 Elements of Accounting II 3 hours
- BOTE 309 Office Management 3 hours
- BOTE 314 Business Reports and Communication 3 hours
- BOTE 336 Business Data Solutions 3 hours
- BOTE 337 Authoring Digital Publications 3 hours
- CIS 370 Enterprise Systems
  - or
  - MGMT 426 Compensation and Benefits Administration 3 hours
  - MGMT 425 Human Resource Management 3 hours

B.S. in Ed. students must take BVED 390 Methods and Materials for Teaching Business Subjects.

### CERTIFICATE CUSTOMER RELATIONSHIP MANAGEMENT

**Required Courses**
- CIS 276 Business Languages 3 hours
- CIS 381 Project Management 3 hours
- CIS 385 Database Theory/Design 3 hours
- CIS 420 Internet Languages 3 hours
- CIS 470 Customer Relationship Management (CRM) 4 hours
- CSCI 127 Introduction to Programming in Java 3 hours

### CERTIFICATE ENTERPRISE APPLICATIONS

**Required Courses**
- CIS 370 Enterprise Systems 3 hours
- CIS 381 Project Management 3 hours

**Elective Courses**
- CIS 276 Business Languages 3 hours
- CIS 380 Systems Analysis and Design 3 hours
- CIS 385 Database Theory/Design 3 hours
- CIS 386 Business Intelligence 3 hours
- CIS 410 Advanced Business Languages 3 hours
- CIS 470 Customer Relationship Management (CRM) 4 hours
- CSCI 160 Introduction to Structured Programming I 3 hours
- CSCI 365 Programming Language Topics 3 hours
CERTIFICATE OF COMPLETION
DIGITAL DESIGN

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>15 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112  Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 231  Drawing</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 331  Drawing</td>
<td>3 hours</td>
</tr>
<tr>
<td>CIS 440  Advanced Digital Web Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BOTE 337  Authoring Digital Publications</td>
<td>3 hours</td>
</tr>
<tr>
<td>MRKT 319  Website Authoring</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
Division of Communication Arts and Social Science

McFarland Hall 3rd Floor
Division Chair:
Shannon VanHorn, Ph.D., Associate Professor
800.532.8641 extension 37471
701.845.7471

Assistant:
Ann Kelly
800.532.8641 extension 37310
701.845.7310
FAX: 701.845.7328
ann.kelly@vcsu.edu
www.vcsu.edu/academics

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.

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 research skills

**Global Awareness:**
Ability to synthesize language, life, and culture

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, the social sciences, and psychology; and

4. To promote global awareness and appreciation of diverse cultures through the study of language and opportunities to study in other countries.

Department of Communication Arts

Communication and Theatre Arts Learning Outcomes

1. Comprehend the theories and principles of human communication, mass communication, and theatre that will facilitate students’ professional and personal effectiveness.

2. Demonstrate relational competence in interpersonal, group, gendered, and cultural settings.

3. Demonstrate through performance and analysis the importance of both verbal and nonverbal communication

Literature and Language Learning Outcomes

1. Insuring that students possess the academic and creative writing skills essential to collegiate success;

2. Providing the critical reading and thinking skills to support life-long learning; and

3. Affirming the value of understanding cultural differences.

Library and Information Science Learning Outcomes

1. The students will explain and apply the foundations of librarianship as outlined in the current standards of the North Dakota Education Standards and Practices Board.

2. The students will be able to plan and develop policies and procedures for the efficient operations of a school library media center in collaboration with other educators and administrators.

3. The students will be able to analyze and evaluate information related to technology, ethics, educational standards and current issues that will affect them in their careers as school media specialists.

**Majors:**
English (B.A., B.S. in Education)
Professional Communication (B.A., B.S.)
Spanish (B.A., B.S. in Education)

**Minors:**
English – Elementary
English – Secondary
Library Media & Information Science
Spanish
Speech, Communication, and Theatre Arts
Theatre
**Master of Education:** The Master of Education in Library and Information Technology is designed to meet both state and national standards for library media education and will enable the student to be certified in the state of North Dakota at the highest credential level. For more information on the Master of Education program, please see the Graduate Program section of this catalog.

For information on the Master of Education program, see Graduate Studies Section of this Catalog on page 144.

**Faculty:**

- M. Margaret Dahlberg, Ph.D., Professor *
- Gay Galles, M.L.S., Adjunct **
- Donna James, M.L.S., Adjunct Instructor *
- Jennifer Grothe Jenness, M.S.L.S., M.A., Assistant Professor *
- Lee Kruger, M.A., Assistant Professor
- Daniel McRoberts, M.A., Adjunct
- Julee Russell, Ph.D., Professor *
- Jenni Lou Russi, M.F.A., Assistant Professor
- Jodi Shorma, M.A., Instructor
- Shannon VanHorn, Ph.D., Associate Professor *
- Robert Walsh, M.A., Instructor
- Konnie Wightman, M.L.S., Adjunct **
- Dina Zavala-Petherbridge, M.A., Instructor
- Jonna Ziniel, M.A., Instructor

* Indicates Graduate Faculty  
** Indicates Associate Graduate Faculty
MAJOR
PROFESSIONAL COMMUNICATION
(B.A., B.S.)

Required General Education Courses
- COMM 110 Fundamentals of Public Speaking 3 hours
- ENGL 125 Introduction to Professional Writing 3 hours

Required Courses 15 hours
- COMM 212 Interpersonal Communication 3 hours
- COMM 216 Intercultural Communication 3 hours
- COMM 340 Research Methods 3 hours
- COMM 411 Communication Theory 3 hours
- COMM 497 Internship 3-12 hours

Select one Concentration Area From The Two Options

Corporate Communication Concentration 21 hours

Required Courses 15 hours
- COMM 212 Interpersonal Communication 3 hours
- COMM 216 Intercultural Communication 3 hours
- COMM 304 Corporate Communication 3 hours
- COMM 340 Research Methods 3 hours
- COMM 360 Group Dynamics 3 hours
- COMM 411 Communication Theory 3 hours
- COMM 483 Organizational Communication 3 hours
- COMM 497 Internship 3-12 hours
- MRKT 305 Principles of Marketing 3 hours

Electives 6 hours
- COMM 311 Communication & Interviewing 3 hours
- COMM 350 Issues in Communication 3 hours
- COMM 440 Understanding Statistics 3 hours
- ENGL 410 Technical & Scientific Writing 3 hours
- MGMT 330 Principles of Management 3 hours
- MGMT 460 International Business 3 hours
- SPAN 310 Spanish for the Professions 3 hours

Media Communication Concentration 21 hours

Required Courses 15 hours
- COMM 200 Introduction to Media Writing 3 hours
- COMM 212 Interpersonal Communication 3 hours
- COMM 216 Intercultural Communication 3 hours
- COMM 314 Public Relations 3 hours
- COMM 315 Digital Communication 3 hours
- COMM 340 Research Methods 3 hours
- COMM 344 Reporting & Feature Writing 3 hours
- COMM 411 Communication Theory 3 hours
- COMM 465 Media Law and Ethics 3 hours
- COMM 497 Internship 3-12 hours

Electives 6 hours
- BOTE 337 Authoring Digital Publications 3 hours
- COMM 155 Introductory Photographic Techniques 2 hours
- COMM 235 Digital and Adobe Photoshop 2 hours
- COMM 311 Communication & Interviewing 3 hours
- COMM 326 Gender Communication 3 hours
- COMM 350 Issues in Communication 3 hours
- COMM 355 Advanced Photographic Techniques 2 hours
- COMM 440 Understanding Statistics 3 hours
- ENGL 410 Technical & Scientific Writing 3 hours
- MRKT 319 Website Authoring 3 hours
- MRKT 370 Advertising & Promotions 3 hours

Cultural Block 16 hours
(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)

MAJOR
ENGLISH
(B.A., B.S.)

Required Courses 6 hours
- ENGL 271 Literary Analysis I 3 hours
- ENGL 480 Shakespeare 3 hours

Electives 28 hours

Literature 9 hours
- ENGL 241 World Literature I 3 hours
- ENGL 242 World Literature II 3 hours
- ENGL 261 American Literature I 3 hours
- ENGL 262 American Literature II 3 hours
- ENGL 321 English Literature I 3 hours
- ENGL 322 English Literature II 3 hours

Writing 7 hours
- *ENGL 125 Introduction to Professional Writing 3 hours
- ENGL 305 Writing Workshop 1 hour
- ENGL 309 Linguistics & Language Acquisition 3 hours
- ENGL 310 Advanced Composition 3 hours
- ENGL 330 Creative Writing 3 hours
- COMM 200 Introduction to Media Writing 3 hours

Select one Concentration Area:

Professional Writing Concentration 12 hours
- ENGL 300 Grammatical Analysis 3 hours
- ENGL 330 Creative Writing 3 hours
- ENGL 410 Technical & Scientific Writing 3 hours
- COMM 314 Public Relations 3 hours
- COMM 315 Digital Communication 3 hours
- COMM 344 Reporting & Feature Writing 3 hours
- COMM 420 Online Communication & Documentation 3 hours

Literature Studies Concentration 12 hours
- ENGL 321 English Literature I 3 hours
- ENGL 322 English Literature II 3 hours
- ENGL 340 Studies in American Literature 3 hours
- ENGL 360 Literature in Translation 3 hours
- ENGL 430 Studies in Poetry 3 hours
- ENGL 440 Comparative Literature 3 hours
- ENGL 450 Studies in British Literature 3 hours

*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 ENGL/COMM coursework must be completed at VCSU.

Cultural Block 16 hours
(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)
## MAJOR
### ENGLISH EDUCATION (B.S. in Ed.)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>21 Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL 271 Literary Analysis I</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 300 Grammatical Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 309 Linguistics &amp; Language Acquisition</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 310 Advanced Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 350 Young Adult Reading and Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 480 Shakespeare</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 490 Methods of Teaching Communication Arts</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Electives 19 Hours**

**National and Minority Literature**

Select at least one course from each of the following areas:

**American Literature**
- ENGL 261 American Literature I 3 hours
- ENGL 262 American Literature II 3 hours
- ENGL 340 Studies in American Literature 3 hours

**British Literature**
- ENGL 321 English Literature I 3 hours
- ENGL 322 English Literature II 3 hours
- ENGL 450 Studies in British Literature 3 hours

**World Literature**
- ENGL 241 World Literature I 3 hours
- ENGL 242 World Literature II 3 hours
- ENGL 360 Literature in Transition 3 hours
- ENGL 440 Comparative Literature 3 hours

**Writing Courses 4 hours**
- COMM 200 Introduction to Media Writing 3 hours
- COMM 314 Public Relations 3 hours
- ENGL 125* Introduction to Professional Writing 3 hours
- ENGL 305 Writing Workshop 1 hour
- ENGL 330 Creative Writing 3 hours
- ENGL 410 Technical & Scientific Writing 3 hours

**Communication and Media Studies 3 hours**
- COMM 112 Understanding Media and Social Change 3 hours
- COMM 211 Oral Interpretation 3 hours
- ENGL 225 Introduction to Film 3 hours
- THEA 161 Acting I 3 hours

*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.**

**Professional Education Secondary Sequence 31-32 hours**
(Required for B.S. in Education Degree, see page 110 for details.)

## MAJOR
### HISTORY (B.A., B.S.)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103 U.S. to 1877</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 104 U.S. to Present</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 211 World Civilizations to 1500</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 212 World Civilizations Since 1500</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 220 North Dakota History</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 400 Historiography</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 470 Topics in Non-Western History</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Electives 18 hours**

**The Americas 6 hours**
- HIST 260 Women in America 3 hours
- HIST 267 Environmental History 3 hours
- HIST 270 Native American Studies 3 hours
- HIST 300 Race, Ethnic, & Gender Relations 3 hours
- HIST 320 History of the American West 3 hours
- HIST 330 History of the Civil War Era 3 hours
- HIST 375 The U.S. Constitution: Federalism 3 hours
- HIST 376 The U.S. Constitution: Civil Liberties 3 hours
- HIST 380 The American Presidency 3 hours
- HIST 385 History of Canada 3 hours
- HIST 450 History of the U.S. Since 1950 3 hours

**The World 3 hours**
- HIST 314 History of Economic Thought 3 hours
- HIST 321 History of Ancient Greece & Rome 3 hours
- HIST 325 History & Geography of England & Great Britain 3 hours
- HIST 345 History & Geography of Spain & Latin America 3 hours
- HIST 365 Russia & Her Neighbors 3 hours
- HIST 454 Renaissance/Reformation 3 hours
- HIST 465 The Contemporary World 3 hours

**Social Science 9 hours**
- Three credits must be from courses numbered 300 level or higher.
  - ECON 201 Principles of Economics 3 hours
  - ECON 202 Principles of Macroeconomics 3 hours
  - GEOG 100 Introduction to Earth Science 3 hours
  - GEOG 150 Principles of Geography 3 hours
  - GEOG 300 Environmental Earth Science 3 hours
  - PSCI 115 American National Government 3 hours
  - PSCI 116 State & Local Government 3 hours
  - PSCI 303 Canadian Government & Politics 3 hours
  - SOC 110 Introduction Sociology 3 hours
  - SOC 111 Introduction to Anthropology 3 hours
  - SOC 220 The Family 3 hours
  - SOC 300 Race, Ethics, and Gender Relations 3 hours
  - SOC 390 Criminology & Delinquency 3 hours

**Cultural Block 16 hours**
(required for the BA Degree - see page 42, Bachelor of Arts item 3 for details)
### MAJOR
### HISTORY EDUCATION
### (B.S. in Ed.)

#### Required Courses  
**24 hours**
- HIST 103 U.S. to 1877 3 hours
- HIST 104 U.S. to Present 3 hours
- HIST 211 World Civilizations to 1500 3 hours
- HIST 212 World Civilizations Since 1500 3 hours
- HIST 220 North Dakota History 3 hours
- HIST 400 Historiography 3 hours
- HIST 470 Topics in Non-Western History 3 hours
- HIST 490 Methods of Teaching Social Science 3 hours

#### Electives  
**9 hours**
- **The Americas**  
  Three credits must be from courses numbered 300 level or higher.
  - HIST 267 Environmental History 3 hours
  - HIST 260 Women in America 3 hours
  - HIST 270 Native American History 3 hours
  - HIST 300 Race, Ethnic, & Gender Relations 3 hours
  - HIST 320 History of the American West 3 hours
  - HIST 330 History of the Civil War Era 3 hours
  - HIST 375 The U.S. Constitution: Federalism 3 hours
  - HIST 376 The U.S. Constitution: Civil Liberties 3 hours
  - HIST 380 The American Presidency 3 hours
  - HIST 385 History of Canada 3 hours
  - HIST 450 History of the U.S. Since 1950 3 hours

- **The World**  
  - HIST 314 History of Economic Thought 3 hours
  - HIST 321 History of Ancient Greece & Rome 3 hours
  - HIST 325 History & Geography of England & Great Britain 3 hours
  - HIST 345 History & Geography of Spain & Latin America 3 hours
  - HIST 365 Russia & Her Neighbors 3 hours
  - HIST 454 Renaissance/Reformation 3 hours
  - HIST 465 The Contemporary World 3 hours

Select One (1) Cognate of twelve hours from one of the following four disciplines. Choose courses from the list that follows the discipline cognate. Six credits must be from courses 300 level or higher in any given cognate.

#### ECONOMICS COGNATE  
**12 hours**
- ECON 201** Principles of Microeconomics 3 hours
- ECON 202** Principles of Macroeconomics 3 hours
- ECON 261 Business Statistics 3 hours
- ECON 314 History of Economic Thought 3 hours
- ECON 350 Money & Banking 3 hours

#### GEOGRAPHY COGNATE  
**12 hours**
- GEOG 100 Introduction to Earth Science 4 hours
- GEOG 111 Survey of Geography 2 hours
- GEOG 151** Human Geography 3 hours
- GEOG 300 Environmental Earth Science 4 hours
- GEOG 320 Applied Geography Workshop 1 hour
- GEOG 325 History & Geography of England & Great Britain 3 hours
- GEOG 345 History & Geography of Spain & Latin America 3 hours
- GEOG 365 Russia & Her Neighbors 3 hours
- GEOG 394 Field Methods in Earth Science 1.4 hours
- GEOG 492 Field Experience in Geography 4 hours

#### POLITICAL SCIENCE COGNATE  
**12 hours**
- PSCI 115** American National Government 3 hours
- PSCI 116** State and Local Government 3 hours
- PSCI 303 Canadian Government & Politics 3 hours
- PSCI 340 Research Methods 3 hours
- PSCI 375 The U.S. Constitution: Federalism 3 hours
- PSCI 376 The U.S. Constitution: Civil Liberties 3 hours
- PSCI 380 The American Presidency 3 hours
- PSCI 440 Understanding Statistics 3 hours

#### SOCIOLOGY COGNATE  
**12 hours**
- SOC 110** Introduction to Sociology 3 hours
- SOC 111* Introduction to Anthropology 3 hours
- SOC 220 The Family 3 hours
- SOC 300 Race, Ethnic, & Gender Relations 3 hours
- SOC 340 Research Methods 3 hours
- SOC 390 Criminology & Delinquency 3 hours
- SOC 422 Social Science Theory 3 hours
- SOC 440 Understanding Statistics 3 hours

* Required for Minnesota Certification
** Required

**Professional Education Secondary Sequence 31-32 hours**  
(Required for B.S. in Education Degree, see page 110 for details.)
### COMPOSITE MAJOR
#### HUMAN SERVICES
**(B.A., B.S.)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>58-67 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 311</td>
<td>Communication &amp; Interviewing</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MGMT 430</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>PSCI 116</td>
<td>State &amp; Local Government</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Personality Theories &amp; Measurement</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Counseling Theory &amp; Practice</td>
</tr>
<tr>
<td>SOC 110**</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Race, Ethnic, &amp; Gender Relations</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Research Methods</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Criminology &amp; Delinquency</td>
</tr>
<tr>
<td>SOC 415</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>SOC 422</td>
<td>Social Science Theory</td>
</tr>
<tr>
<td>SOC 497</td>
<td>Behavioral Science Internship</td>
</tr>
</tbody>
</table>

**Bachelor of Science Degree**

**Related Field** * 14 hours

* Required for the Bachelor of Science Degree only.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>3 hours</th>
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<tbody>
<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
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<tr>
<td>COMM 216</td>
<td>Intercultural Communication</td>
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<tr>
<td>COMM 312</td>
<td>Gender Communication</td>
</tr>
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<td>COMM 314</td>
<td>Public Relations</td>
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<td>COMM 483</td>
<td>Organizational Communication</td>
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<tr>
<td>ECON 261</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>ENGL 410</td>
<td>Technical &amp; Scientific Writing</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
</tr>
<tr>
<td>HPER 300</td>
<td>Drug Education &amp; Information</td>
</tr>
<tr>
<td>HPER 380</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>MGMT 426</td>
<td>Compensation &amp; Benefits Administration</td>
</tr>
<tr>
<td>PSCI 115</td>
<td>American National Government</td>
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<tr>
<td>PSCI 303</td>
<td>Canadian Government &amp; Politics</td>
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<tr>
<td>PSCI 376</td>
<td>The U.S. Constitution: Civil Liberties</td>
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<tr>
<td>PSYC 350</td>
<td>Social Psychology</td>
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<tr>
<td>SOC 111</td>
<td>Introduction to Anthropology</td>
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<td>SOC 270</td>
<td>Native American Studies</td>
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<tr>
<td>SOC 440</td>
<td>Understanding Statistics</td>
</tr>
<tr>
<td>SOC 499</td>
<td>Special Topics</td>
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**Electives** 17 hours

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<tr>
<th>COURSE</th>
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<tr>
<td>HPER 400</td>
<td>Current Issues in Community Health</td>
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<tr>
<td>PSYC 340</td>
<td>Research Methods</td>
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<td>PSYC 360</td>
<td>Group Dynamics</td>
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<td>PSYC 370</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSYC 380</td>
<td>Human Sexuality</td>
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<td>PSYC 440</td>
<td>Understanding Statistics</td>
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<td>PSYC 494</td>
<td>Independent Study</td>
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<td>PSYC 497</td>
<td>Internship</td>
</tr>
<tr>
<td>PSYC 499</td>
<td>Special Topics</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Criminology &amp; Delinquency</td>
</tr>
<tr>
<td>SOC 415</td>
<td>Introduction to Human Services</td>
</tr>
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</table>

**OR**

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>19 hours</th>
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<tbody>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Concepts of Biology</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy &amp; Physiology</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>17 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 350</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Personality Theories &amp; Measurement</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Counseling Theory &amp; Practice</td>
</tr>
<tr>
<td>PSYC 422</td>
<td>Social Science Theory</td>
</tr>
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</table>

**Electives**

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>HPER 400</td>
<td>Current Issues in Community Health</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 380</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>Understanding Statistics</td>
</tr>
<tr>
<td>PSYC 494</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PSYC 497</td>
<td>Internship</td>
</tr>
<tr>
<td>PSYC 499</td>
<td>Special Topics</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Criminology &amp; Delinquency</td>
</tr>
<tr>
<td>SOC 415</td>
<td>Introduction to Human Services</td>
</tr>
</tbody>
</table>

**Bachelor of Arts Degree**

**Cultural Block** 16 hours

For the Bachelor of Arts degree, the student must complete 16 hours in Spanish.

**Prerequisite for any 200, 300, or 400 level SOC course.

A 2.50 GPA in the major is required for graduation.
# COMPOSITE MAJOR

## SOCIAL SCIENCE

(B.A., B.S.)

### REQUIRED COURSES

54 hours

Students complete 6 credit hours in each composite area of Economics, Geography, History, Political Science, Psychology, and Sociology.

### CONCENTRATION

18 hours

Students complete 18 additional hours in one of the following areas: History, Political Science, Psychology, or Sociology. Fifteen credits must be from courses numbered 300 level or higher.

### ECONOMICS

6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201*</td>
<td>Principles of Microeconomics</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 202*</td>
<td>Principles of Macroeconomics</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 261</td>
<td>Business Statistics</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 314</td>
<td>History of Economic Thought</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 350</td>
<td>Money &amp; Banking</td>
<td>3 hours</td>
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### GEOGRAPHY

6 hours

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 100</td>
<td>Introduction to Earth Science</td>
<td>4 hours</td>
</tr>
<tr>
<td>GEOG 111</td>
<td>Survey of Geography</td>
<td>2 hours</td>
</tr>
<tr>
<td>GEOG 151*</td>
<td>Human Geography</td>
<td>3 hours</td>
</tr>
<tr>
<td>GEOG 300</td>
<td>Environmental Earth Science</td>
<td>4 hours</td>
</tr>
<tr>
<td>GEOG 320</td>
<td>Applied Geography Workshop</td>
<td>1 hour</td>
</tr>
<tr>
<td>GEOG 325</td>
<td>History &amp; Geography of Great Britain</td>
<td>3 hours</td>
</tr>
<tr>
<td>GEOG 345</td>
<td>History &amp; Geography of Spain &amp; Latin America</td>
<td>3 hours</td>
</tr>
<tr>
<td>GEOG 394</td>
<td>Field Methods in Earth Science</td>
<td>1-4 hours</td>
</tr>
<tr>
<td>GEOG 492</td>
<td>Field Experience in Geography</td>
<td>1-4 hours</td>
</tr>
</tbody>
</table>

### HISTORY

6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103</td>
<td>U.S. to 1877</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 104</td>
<td>U.S. to Present</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 211</td>
<td>World Civilizations to 1500</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 212</td>
<td>World Civilizations Since 1500</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 260</td>
<td>Women in America</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 267</td>
<td>Environmental History</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 325</td>
<td>History &amp; Geography of England</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 365</td>
<td>Russia and Her Neighbors</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### POLITICAL SCIENCE

6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 115*</td>
<td>American National Government</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 116</td>
<td>State &amp; Local Government</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 303</td>
<td>Canadian Government &amp; Politics</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 340</td>
<td>Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 375</td>
<td>The U.S. Constitution: Federalism</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 376</td>
<td>The U.S. Constitution: Civil Liberties</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 380</td>
<td>The American Presidency</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSCI 440</td>
<td>Understanding Statistics</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Students may complete an internship for 3-12 credits designated in the concentrated composite area of Political Science (PSCI 497), Psychology (PSYC 497) or Sociology (SOC 497).

### PSYCHOLOGY

6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 110</td>
<td>Introduction to Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 350</td>
<td>Social Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Group Dynamics</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 380</td>
<td>Human Sexuality</td>
<td>2 hours</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>Understanding Statistics</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Personality Theories &amp; Measurements</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

### SOCIOLOGY

6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110*</td>
<td>Introduction to Sociology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Introduction to Anthropology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Race, Ethnic, &amp; Gender Relations</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Social Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Criminology &amp; Delinquency</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 422</td>
<td>Social Science Theory</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 440</td>
<td>Understanding Statistics</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

* Signifies a required course before any 200, 300, or 400 level courses within the composite area.

### CULTURAL BLOCK

16 hours

(Required for the BA Degree - see page 42, Bachelor of Arts item 3 for details)
COMPOSITE MAJOR
SOCIAL SCIENCE EDUCATION
(B.S. In Ed.)

Required General Education Courses
PSYC 111 Introduction to Psychology 3 hours
SOC 110 Introduction to Sociology 3 hours
OR
SOC 111 Introduction to Anthropology 3 hours

Required Courses 24 hours
HIST 103* U.S. to 1877 3 hours
HIST 104* U.S. to Present 3 hours
HIST 211 World Civilizations to 1500 3 hours
HIST 212 World Civilizations Since 1500 3 hours
HIST 220 North Dakota History 3 hours
HIST 400 Historiography 3 hours
HIST 470 Topics in Non-Western History 3 hours
HIST 490 Social Science Teaching Methods 3 hours

HISTORY 21 hours
HIST 103* U.S. to 1877 3 hours
HIST 104* U.S. to Present 3 hours
HIST 211 World Civilizations to 1500 3 hours
HIST 212 World Civilizations Since 1500 3 hours
HIST 220 North Dakota History 3 hours
HIST 400 Historiography 3 hours
HIST 470 Topics in Non-Western History 3 hours

In consultation with their advisors, students should select 12 hours from each content area below. Asterisked courses are REQUIRED. Six credits must be from courses numbered 300 level or higher in each cognate.

ECONOMICS 12 hours
ECON 201* Principles of Microeconomics 3 hours
ECON 202* Principles of Macroeconomics 3 hours
ECON 261 Business Statistics 3 hours
ECON 314 History of Economic Thought 3 hours
ECON 350 Money & Banking 3 hours

GEOGRAPHY 12 hours
GEOG 100 Introduction to Earth Science 4 hours
GEOG 111 Survey of Geography 2 hours
GEOG 151 Human Geography 3 hours
GEOG 300 Environmental Earth Science 4 hours
GEOG 320 Applied Earth Science Workshop 1 hour
GEOG 325 History & Geography of England & Britain 3 hours
GEOG 345 History & Geography of Spain & Latin America 3 hours
GEOG 394 Field Methods in Earth Science 1-4 hours
GEOG 492 Field Experience in Geography 4 hours

POLITICAL SCIENCE 12 hours
PSCI 115* American National Government 3 hours
PSCI 116* State and Local Government 3 hours
PSCI 303 Canadian Government and Politics 3 hours
PSCI 340 Research Methods 3 hours
PSCI 375 The U.S. Constitution: Federalism 3 hours
PSCI 376 The U.S. Constitution: Civil Liberties 3 hours
PSCI 380 The American Presidency 3 hours
PSCI 440 Understanding Statistics 3 hours

PSYCHOLOGY 6 hours
PSYC 110 Introduction to Psychology 3 hours
PSYC 250 Developmental Psychology 3 hours
PSYC 340 Research Methods 3 hours
PSYC 350 Social Psychology 3 hours

SOCIOLOGY 6 hours
SOC 110* Introduction to Sociology 3 hours
SOC 111 Introduction to Anthropology 3 hours
SOC 220 The Family 3 hours
SOC 300 Race, Ethnic, & Gender Relations 3 hours
SOC 340 Research Methods 3 hours
SOC 350 Social Psychology 3 hours
SOC 385 Introduction to Gerontology 3 hours
SOC 390 Criminology & Delinquency 3 hours
SOC 422 Social Science Theory 3 hours
SOC 440 Understanding Statistics 3 hours

Professional Education Sequence Secondary 31-32 Hours
(Required for B.S. in Education degree, see page 110 for details.)
# COMPOSITE MAJOR  
**SPANISH (B.A.)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>26 hours</th>
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<tbody>
<tr>
<td>SPAN 201  2nd Year Spanish I</td>
<td>4 hours</td>
</tr>
<tr>
<td>SPAN 202  2nd Year Spanish II</td>
<td>4 hours</td>
</tr>
<tr>
<td>SPAN 305  Phonetics</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 320  Introduction to Hispanic Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 345  History &amp; Geography of Spain &amp; Latin America</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 350  Hispanic Culture &amp; Civilization</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 415  Advanced Spanish Conversation</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 420  Reading in Hispanic Literature</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>11 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 310  Spanish for the Professions</td>
<td>2 hours</td>
</tr>
<tr>
<td>SPAN 360  Spanish Grammar for Teachers</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 370  Spanish Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 393  Practicum in Teaching Spanish</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>SPAN 396/496 Travel to a Spanish Speaking Country</td>
<td>1-4 hours</td>
</tr>
<tr>
<td>SPAN 445  Reading in Hispanic History</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 497  Internship</td>
<td>3-12 hours</td>
</tr>
</tbody>
</table>

| Cultural Block                               | 16 hours |

(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)

For information on advanced placement in Spanish the student should review the Language Placement Policy and consult the Department Chair.

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# MAJOR  
**SPANISH EDUCATION (B.S. In Ed.)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>29 hours</th>
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<tbody>
<tr>
<td>SPAN 201  2nd Year Spanish I</td>
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</tr>
<tr>
<td>SPAN 202  2nd Year Spanish II</td>
<td>4 hours</td>
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<tr>
<td>SPAN 305  Phonetics</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 320  Introduction to Hispanic Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 345  History &amp; Geography of Spain &amp; Latin America</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 350  Hispanic Culture &amp; Civilization</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 415  Advanced Conversation</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 420  Readings in Hispanic Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 490  Methods of Teaching Spanish</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>8 hours</th>
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<tbody>
<tr>
<td>SPAN 310  Spanish for the Professions</td>
<td>2 hours</td>
</tr>
<tr>
<td>SPAN 360  Spanish Grammar for Teachers</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 370  Spanish Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 393  Practicum in Teaching Spanish</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>SPAN 396/496 Travel to a Spanish Speaking Country</td>
<td>1-4 hours</td>
</tr>
<tr>
<td>SPAN 445  Reading in Hispanic History</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPAN 497  Internship</td>
<td>3-12 hours</td>
</tr>
</tbody>
</table>

Spanish majors and minors must pass a Language Skills Screening before enrolling in a 300 level course.

Spanish majors, B.S. in Education, are required to study at one of our sister universities in Mexico.

Summer Study alternatives are available with departmental approval.

**Professional Education Sequence Secondary**  
| 31-32 Hours |

(Required for B.S. in Education degree, see page 110 for details.)
### MINOR ENGLISH-ELEMENTARY

**Required Courses**
- ENGL 271 Literary Analysis I 3 hours
- ENGL 480 Shakespeare 3 hours

**Electives**
In consultation with an advisor from the Department of Language and Literature, select a minimum of 9 hours in literature and 7 hours in language/writing courses. Students may substitute electives in communication and theatre, with permission of the Department Chair.

### MINOR ENGLISH-SECONDARY

**Required Courses**
- ENGL 271 Literary Analysis I 3 hours
- ENGL 480 Shakespeare 3 hours

**Electives**
In consultation with an advisor from the Department of Language and Literature, select a minimum of 9 hours in literature and 7 hours in language/writing courses. Students may substitute electives in communication and theatre, with permission of the Department Chair; students seeking a degree in education will substitute ENGL 490 for any three of the elective credits.

### MINOR HISTORY

**Required General Education Courses**
- HIST 103 U.S. to 1877 3 hours
- HIST 104 U.S. to Present 3 hours

**Required Courses**
- HIST 211 World Civilizations to 1500 3 hours
- HIST 212 World Civilizations Since 1500 3 hours
- HIST 470 Topics in Non-Western History 3 hours

**Electives**

#### The Americas
- HIST 220 North Dakota History 3 hours
- HIST 260 Women in America 3 hours
- HIST 267 Environmental History 3 hours
- HIST 270 Native American Studies 3 hours
- HIST 320 History of the American West 3 hours
- HIST 330 History of the Civil War Era 3 hours
- HIST 375 The U.S. Constitution: Federalism 3 hours
- HIST 376 The U.S. Constitution: Civil Liberties 3 hours
- HIST 380 The American Presidency 3 hours
- HIST 385 History of Canada 3 hours
- HIST 450 History of the U.S. Since 1950 3 hours

#### The World
- HIST 214 History of Economic Thought 3 hours
- HIST 321 History of Ancient Greece & Rome 3 hours
- HIST 325 History & Geography of England & Britain 3 hours
- HIST 345 History & Geography of Spain & Latin America 3 hours
- HIST 365 Russia & Her Neighbors 3 hours
- HIST 454 Renaissance/Reformation 3 hours
- HIST 465 The Contemporary World 3 hours
### MINOR
#### HUMAN RESOURCES

**Required Education General Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>SOC 111</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Courses**

- MGMT 330 Principles of Management 3 hours
- MGMT 425 Human Resources Management 3 hours
- MGMT 426 Compensation & Benefits Administration 3 hours

**Electives**

- COMM 311 Communication & Interviewing 3 hours
- MGMT 430 Organizational Behavior 3 hours
- PSYC 350 Social Psychology 3 hours
- PSYC 410 Mental Health 3 hours
- PSYC 450 Personality Theories & Measurement 4 hours
- SOC 110* Introduction to Sociology 3 hours
- SOC 111 Introduction to Anthropology 3 hours
- SOC 220 The Family 3 hours
- SOC 270 Native American Studies 3 hours
- SOC 300 Race, Ethnic, & Gender Relations 3 hours
- SOC 340 Research Methods 3 hours
- SOC 385 Introduction to Gerontology 3 hours
- SOC 390 Criminology & Delinquency 3 hours
- SOC 415 Introduction to Human Services 3 hours
- SOC 422 Social Science Theory 3 hours
- SOC 440 Understanding Statistics 3 hours
- SOC 494 Independent Study 1-3 hours
- SOC 497 Behavioral Science Internship 3-12 hours
- SOC 499 Special Topics & Readings 1-3 hours

### MINOR
#### LIBRARY MEDIA & INFORMATION SCIENCE

**Required Courses**

- LMIS 250 Introduction to Libraries & Information Science 3 hours
- LMIS 360 Collection Development 3 hours
- LMIS 365 The Organization of Information 3 hours
- LMIS 370 Reference Sources & Services 3 hours
- LMIS 430 Administration of the School Library Media Center 3 hours
- LMIS 445 Standards for Effective Libraries 3 hours
- LMIS 470 Current Issues in Librarianship 3 hours

**Electives**

- EDUC 330 Children’s Literature 3 hours
- or
- ENGL 350 Young Adult Reading and Literature 3 hours

**North Dakota Library Media Credential Information**

Completion of the five basic courses (LMIS 250, 360, 365, 370 and 430) in the Library Minor and Teacher Certification qualifies students as Library Media Specialists at the LM03 level in North Dakota.

Completion of the Library Minor (24 cr.) as described in this catalog and North Dakota Teacher Certification qualifies students as a Library Media Specialist in North Dakota at the LM02 level.

Educators who hold teaching certification and complete the M. Ed. degree with the Library and Information Technology concentration offered through the graduate program at Valley City State http://www.vcsu.edu/graduate/ will qualify as a Library Media Specialist in North Dakota at the LM01 level.

Administrative Rules for the North Dakota Library Media Credential (Section 67-11-04) can be accessed online at http://www.dpi.state.nd.us/resource/rules/current.shtm

### MINOR
#### SOCIOLOGY

**Required Courses**

- SOC 110* Introduction to Sociology 3 hours
- SOC 422 Social Science Theory 3 hours

**Electives**

- Any SOC prefix course can be used to complete this section.
  * Prerequisite for any SOC 200, 300 or 400 level SOC course.

### MINOR
#### PSYCHOLOGY

**Required Courses**

- PSYC 250 Developmental Psychology 3 hours
- PSYC 450 Personality Theories and Measurements 4 hours
- PSYC 470 Counseling Theory & Practice 3 hours

**Electives**

- PSYC 350 Social Psychology 3 hours
- PSYC 360 Group Dynamics 3 hours
- PSYC 370 Abnormal Psychology 3 hours
- PSYC 410 Mental Health 3 hours
- SOC 220 The Family 3 hours
- SOC 385 Introduction to Gerontology 3 hours
- SOC 390 Criminology & Delinquency 3 hours
### MINOR SPANISH

#### Required Courses

- SPAN 102 1st Year Spanish II 4 hours
- SPAN 201 2nd Year Spanish I 4 hours
- SPAN 202 2nd Year Spanish II 4 hours
- SPAN 490 Methods of Teaching Spanish 3 hours

#### Electives

- SPAN 310 Spanish for the Professions 3 hours
- SPAN 320 Introduction to Hispanic Literature 3 hours
- SPAN 345 History & Geography of Spain & Latin America 3 hours
- SPAN 350 Hispanic Culture & Civilization 3 hours
- SPAN 360 Spanish Grammar for Teachers 3 hours
- SPAN 370 Spanish Composition 3 hours
- SPAN 415 Advanced Spanish Conversation 3 hours
- SPAN 420 Readings in Hispanic Literature 3 hours
- SPAN 445 Readings in Hispanic History 3 hours

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

### MINOR THEATRE

#### Required Courses

- THEA 110 Introduction to Theatre Arts* 3 hours
- THEA 161 Acting One * 3 hours
- THEA 229 Fundamentals of Creative Dramatics 3 hours
- THEA 365 Directing the Play 3 hours
- THEA 270 Stagecraft 3 hours

#### Electives

- MUS 170 Voice Class*** 1 hour
- ART 112 Design 3 hours
- THEA 201 Theatre Practicum** 1-3 hours
- THEA 350 Costume & Makeup Design 3 hours
- THEA 361 Acting II - Advanced Acting 3 hours
- THEA 401 Theatre Workshop** 1-3 hours
- THEA 404 Musical Theatre 3 hours
- THEA 494 Directed Study 1-3 hours
- THEA 497 Internship ** 3-12 hours

*Cannot count course for General Education requirement and Theatre minor.
**Up to four credits (each) may be used for the Theatre minor
***Up to two credits (each) may be used for the Theatre minor

### MINOR SPEECH, COMMUNICATION AND THEATRE ARTS

#### Required Courses

- COMM 212 Interpersonal Communication 3 hours
- COMM 311 Communication & Interviewing 3 hours

Select a concentration in either Professional Communication or Speech, Communication, & Theatre for Teachers (below):

### Concentration in Professional Communication

#### Required Courses

- COMM 200 Introduction to Media Writing 3 hours
- COMM 216 Intercultural Communication 3 hours
- COMM 360 Group Dynamics 3 hours

#### Electives

At least six credits from additional Communication courses at the 300 level or above
A minimum of 3 credits from the following:
- BOTE 337 Authoring Digital Publications 3 hours
- ENGL 410 Technical & Scientific Writing 3 hours
- MGMT 330 Principles of Management 3 hours
- MRKT 305 Principles of Marketing 3 hours
- MRKT 319 Website Authoring 3 hours

### Concentration in Speech, Communication, & Theatre for Teachers

#### Required Courses

- COMM 200 Introduction to Media Writing 3 hours
- COMM 211 Oral Interpretation 3 hours
- THEA 110 Introduction to Theatre Arts 3 hours

#### Electives

Any 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.
Division of Fine Arts

Foss Music Hall

Division Chair:
Diana P. Skroch, Ph.D., Professor
800.532.8641 extension 37273

Fine Arts Assistant:
Paula Larson
800.532.5641 extension 37272
701.845.7272
FAX: 701.845.7264
www.vcsu.edu/academics

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 verbal and 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;
3. Prepares the student for professional study in Fine Arts; and
4. Prepares the student for careers in arts-related businesses.

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
McCarthy Hall 3rd Floor

Department Chair:
Linda Whitney, M.F.A., Professor
800.532.8641 extension 37598
701.845.7598

Art Department Mission and Learning Outcomes:

1. To provide superior training for public school art teachers.
2. To provide excellent studio training for artists.
3. To prepare the student for careers in arts-related businesses and industry.
4. To contribute to the cultural environment of the campus and the community.

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.

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

Minors:
Art

Certificate:
Digital Design

Faculty:
Armando Ramos, M.F.A., Assistant Professor
Linda Whitney, M.F.A., Professor
The Department of Music
Foss Music Hall

Department Chair:
Diana P. Skroch, Ph.D., Professor
800.532.8641 extension 37273
701.845.7273
FAX 701.845.7288

Music Department Mission and Learning Outcomes
1. To provide superior training for public school music teachers.
2. To assist musicians to perform at their highest possible level of ability.
3. To develop in students a broad understanding of music within the context of a liberal arts education.
4. To provide preparation for careers in music business and industry.
5. To contribute to the cultural environment of campus and community.

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

Aesthetic Engagement
Receptivity - Level 4 or
Responsiveness – Level 4

Collaboration
Positive Interdependence - Level 4 or
Leadership - Level 4

Communication
Performance - Level 4 and Spoken-Level 4

Problem Solving
Creative/Critical Thinking - Level 4

The student must include a fifth Ability of his/her own choice.

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

Minors:
Music
Music with an Emphasis in Business
Piano Pedagogy

Faculty:
James Adams, D.A. Assistant Professor
Robin Allebach, M.M., Adjunct Instructor
Margaret Dahlberg, Ph.D., Professor
John DiFiore, M.M.E., Adjunct Instructor *
Sara L. Hagen, Ph.D., Associate Professor *
Margaret Hammerling, B.A., Adjunct Instructor
Beth G. Klingenstein, M.M., Associate Professor

Leesa Levy, D.M.A., Assistant Professor
Chris Mahan, M.M., Adjunct Instructor
Jaime Namminga, M.M. Adjunct Instructor
Jon Rudolph, B.A., Adjunct Instructor
Diana P. Skroch, Ph.D., Professor,
Department Chair *

* Indicates Graduate Faculty

The Department of Music is accredited by the National Association of Schools of Music (NASM).

The VCSU Community School of the Arts
Foss Music Hall

Director:
Alison Jenson
701.845.7267
csa@vcsu.edu
http://csa.vcsu.edu/

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 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 VCSU Community School of the Arts is certified by the National Guild of Community Schools of the Arts and approved by the National Association of Schools of Music.

Staff:
Amanda Adams, B.A., Instructor of Piano and Voice
James Adams, D.A., Director, Valley City Civic Orchestra, Instructor of Brass
Robin Allebach, M.M., Instructor of Voice
John DiFiore, M.M.E., Instructor of Woodwinds
Sara Hagen, Ph.D., Director, Valley Children’s Choir, Instructor of Piano
Margaret Hammerling, B.A., Instructor of Flute
Dan Italiano, B.S. Instructor of Strings
Beth Klingenstein, M.M., Instructor of Piano and Performance Classes
Leesa Levy, D.M.A., Director, Valley Voices Women’s Choir, Instructor of Voice
Chris Mahan, M.M., Instructor of Percussion
Jon Rudolph, B.A., Instructor of Guitar
Linda Whitney, M.F.A., Chair, Visual Arts Division, Instructor of Drawing, Painting, and Printmaking
Armando Ramos, M.F. A, Instructor of Sculpture and Ceramics
### COMPOSITE MAJOR

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 231, 331, 332</td>
<td>Drawing</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 241</td>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Sculpture</td>
<td>3</td>
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<tr>
<td>ART 281</td>
<td>Ceramics</td>
<td>3</td>
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<tr>
<td>ART/COMM 155</td>
<td>Introductory Photographic Techniques</td>
<td>2</td>
</tr>
<tr>
<td>ART 311</td>
<td>Art History I</td>
<td>3</td>
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<tr>
<td>ART 312</td>
<td>Art History II</td>
<td>3</td>
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<tr>
<td>ART 411</td>
<td>Art History III: Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>ART 412</td>
<td>Art History IV: Tribal Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 491</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 321, 322</td>
<td>Printmaking</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 341, 342</td>
<td>Painting</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 381, 382</td>
<td>Ceramics</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 397</td>
<td>VCSU CSA Internship</td>
<td>1</td>
</tr>
<tr>
<td>ART 399</td>
<td>Special Topics - Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 494</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 497</td>
<td>Internship</td>
<td>3-12</td>
</tr>
<tr>
<td>ART/COMM 255</td>
<td>Digital and Adobe Photoshop</td>
<td>2</td>
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<tr>
<td>ART/COMM 355</td>
<td>Advanced Photographic Techniques</td>
<td>2</td>
</tr>
<tr>
<td>BOTE 337</td>
<td>Authoring Digital Publications</td>
<td>3</td>
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<tr>
<td>CIS 440</td>
<td>Advanced Digital Web Design</td>
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<td>MRKT 319</td>
<td>Website Authoring</td>
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<td>TECH 330</td>
<td>Exploring Technology</td>
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<td>TECH 331</td>
<td>Innovation and Engineering Design</td>
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<tr>
<td>TECH 431</td>
<td>Design for Engineering</td>
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</table>

**Cultural Block**

required for the BA Degree - see page 42, Bachelor of Arts item 3 for details

| Course   | Title                                      |
|----------|--------------------------------------------|-------|
| ART 390  | Art for Elementary Teachers                | 3     |
| ART 490  | Secondary Art Methods                      | 3     |
| ART 491  | Professional Practices                     | 3     |

### MAJOR

**ART EDUCATION (B.S. in Ed.)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 112</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 231, 331, 332</td>
<td>Drawing</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 241</td>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 281</td>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 155</td>
<td>Introduction to Photographic Techniques</td>
<td>2</td>
</tr>
<tr>
<td>ART 311</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 312</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 411</td>
<td>Art History III: Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 412</td>
<td>Art History IV: Tribal Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 390</td>
<td>Art for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ART 490</td>
<td>Secondary Art Methods</td>
<td>3</td>
</tr>
<tr>
<td>ART 491</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 321, 322</td>
<td>Printmaking</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 332</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 341, 342</td>
<td>Painting</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 381, 382</td>
<td>Ceramics</td>
<td>3 each</td>
</tr>
<tr>
<td>ART 398</td>
<td>Practicum in Elementary Art Methods</td>
<td>2</td>
</tr>
<tr>
<td>ART 397</td>
<td>VCSU CSA Internship</td>
<td>1</td>
</tr>
<tr>
<td>ART 399</td>
<td>Special Topics - Studio</td>
<td>1-3</td>
</tr>
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<td>Art History III: Contemporary</td>
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<td>ART 412</td>
<td>Art History IV: Tribal Art</td>
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</tr>
<tr>
<td>ART 494</td>
<td>Independent Study</td>
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</tr>
<tr>
<td>ART 497</td>
<td>Internship</td>
<td>3-12</td>
</tr>
<tr>
<td>ART/EDUC 230</td>
<td>Craft Activities</td>
<td>2</td>
</tr>
<tr>
<td>ART/COMM 255</td>
<td>Digital Adobe Photoshop</td>
<td>2</td>
</tr>
<tr>
<td>ART/COMM 355</td>
<td>Advanced Photographic Techniques</td>
<td>2</td>
</tr>
</tbody>
</table>

The student seeking secondary certification may substitute three credits of electives for ART 390.

**Professional Education Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 390</td>
<td>Art for Elementary Teachers</td>
<td>3</td>
</tr>
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<td>ART 494</td>
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<td>ART 497</td>
<td>Internship</td>
<td>3-12</td>
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<tr>
<td>ART/EDUC 230</td>
<td>Craft Activities</td>
<td>2</td>
</tr>
<tr>
<td>ART/COMM 255</td>
<td>Digital Adobe Photoshop</td>
<td>2</td>
</tr>
<tr>
<td>ART/COMM 355</td>
<td>Advanced Photographic Techniques</td>
<td>2</td>
</tr>
</tbody>
</table>

(required for B.S. in Education degree, see page 110 for details)
## MAJOR
### MUSIC
(B.A., B.S.)

**Required Courses**
- MUS 109, 110 Music Theory I, II: 3 hours each
- MUS 111, 112, 211, 212 Class Piano (or Proficiency): 0-4 hours each
- MUS 121, 122 Aural Skills I, II: 1 hour each
- MUS 201, 202 Music Theory III, IV: 3 hours each
- MUS 203, 204 Aural Skills III, IV: 1 hour each
- MUS 205 Basic Conducting: 2 hours
- MUS 331, 332, 333 Music History & Literature: 6 hours
- MUS 131, 132, 141, 142, 152, 153, 162, 163 or 172 Music Ensembles: 6 hours
- 100-Level Applied Music (2 semesters): 2 hours
- 200-Level Applied Music (2 semesters): 4 hours
- 300-Level Applied Music (3 semesters): 6 hours
- Senior Recital: 1 semester

**Electives**
- Applied Lessons
- Music Ensembles
- MUS 120, 220, 320 Composition: 1 hour
- MUS 185 Jazz Improvisation: 1-2 hours
- MUS 209 Viking Productions Studio: 1-3 hours
- MUS 231, 232 Diction I, II: 1 hour each
- MUS 301 Scoring & Arranging: 2 hours
- MUS 303 Instrumental Conducting & Literature: 2 hours
- Choral Conducting & Literature: 2 hours
- Vocal Methods: 1 hour
- Applied Pedagogy: 3 hours
- Piano Pedagogy: 3 hours
- VCSU CSA Internship: 1 hour
- Portfolio Development: 1 hour

**Cultural Block**
- (required for the BA Degree see page 42, Bachelor of Arts item 3 for details)
- 15-16 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.

** MUS 358 and 359 are required of students whose primary instrument is Piano.

Transfer students may apply Introduction to Music courses to this requirement.

## COMPOSITE MAJOR
### MUSIC EDUCATION
(B.S. in Ed.)

**Required Courses**
- MUS 109, 110 Music Theory I, II: 3 hours each
- MUS 111, 112, 211, 212 Class Piano (or Proficiency): 1 hour each
- MUS 121, 122 Aural Skills I, II: 1 hour each
- MUS 201, 202 Music Theory III, IV: 3 hours each
- MUS 203, 204 Aural Skills III, IV: 1 hour each
- MUS 331, 332, 333 Music History & Literature: 3 hours each
- MUS 131, Music in the Elementary School: 3 hours
- MUS 490 Music in Junior & Senior High School: 3 hours
- MUS 331, 332, 333 Music History & Literature: 3 hours each
- MUS 390 Music in the Elementary School: 3 hours
- MUS 490 Music in Junior & Senior High School: 3 hours
- 100-Level Applied Music ^ (2 semesters): 2 hours
- 200-Level Applied Music ^ (2 semesters): 4 hours
- 300-Level Applied Music ^ (2 semesters): 4 hours
- Senior Recital ^ (1 semester): 2 hours
- Applied Music in Secondary Area + (4 semesters): 4 hours

**OPTIONS**
- Certification K-12 Vocal-Instrumental Music*
- (5 year program)
- MUS 131 Concert Choir: 8 hours
- MUS 141 Concert Band: 8 hours
- MUS 231, 232 Diction I, II: 1 hour each
- MUS 303 Instrumental Conducting & Literature: 2 hours
- MUS 304 Choral Conducting & Literature: 2 hours
- MUS 321 Percussion Methods: 1 hour
- MUS 322 Brass Methods: 1 hour
- MUS 323 Woodwind Methods: 1 hour
- MUS 324 String Methods: 1 hour
- MUS 325 Vocal Methods: 1 hour

- Certification K-12 Vocal Music
- (4 year program)
- MUS 131 Concert Choir: 7 hours
- MUS 151 Applied Piano: 1 hour
- MUS 153 Accompanying: 1 hour
- MUS 231, 232 Diction for Singers I, II: 1 hour each
- MUS 304 Choral Conducting & Literature: 2 hours
- MUS 325 Vocal Methods: 1 hour

- Certification K-12 Instrumental Music
- (4 year program)
- MUS 141 Concert Band: 7 hours
- MUS 170 Voice Class: 1 hour
- MUS 303 Instrumental Conducting & Literature: 2 hours
- MUS 321 Percussion Methods: 1 hour
- MUS 322 Brass Methods: 1 hour
- MUS 323 Woodwind Methods: 1 hour
- MUS 324 String Methods: 1 hour

^ 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 Introduction to Music courses to this requirement.
Electives  
Applied Lessons  
MUS 120, 220, 320 Composition  1 hour  
MUS 131  Concert Choir  1 hour  
MUS 132  University Singers  1 hour  
MUS 141  Concert Band  1 hour  
MUS 142  Jazz Ensemble  1 hour  
MUS 152  Piano Ensemble  1 hour  
MUS 153  Accompanying  1 hour  
MUS 162  Percussion Ensemble/Steel Drum Band  1 hour  
MUS 172  Opera Ensemble  1 hour  
MUS 182  Brass Ensemble  1 hour  
MUS 185  Jazz Improvisation  1-2 hours  
MUS 192  Woodwind Ensemble  1 hour  
MUS 209  Viking Productions Studio  1-3 hours  
MUS 302  Advanced Scoring & Arranging  2 hours  
MUS 358  Applied Pedagogy  3 hours  
MUS 359  Piano Pedagogy  3 hours  
MUS 387  VCSU CSA Internship  1 hour  
MUS 199-499  Special Topics  1-3 hours  
MUS 491  Portfolio Development  1 hour  

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.  

Professional Education Sequence K-12  31-32 hours  
(required for B.S. in Education degree, see page 110 for details)
### MINOR

#### ART

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>ART 112</td>
<td>Design</td>
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<td>ART 221</td>
<td>Printmaking</td>
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<tr>
<td>ART 231, 331</td>
<td>Drawing</td>
</tr>
<tr>
<td>ART 241</td>
<td>Painting</td>
</tr>
<tr>
<td>ART 261</td>
<td>Sculpture</td>
</tr>
<tr>
<td>OR ART 281</td>
<td>Ceramics</td>
</tr>
<tr>
<td>OR ART 311</td>
<td>Art History Survey I</td>
</tr>
<tr>
<td>OR ART 312</td>
<td>Art History Survey II</td>
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**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ART 261</td>
<td>Sculpture</td>
</tr>
<tr>
<td>OR ART 281</td>
<td>Ceramics</td>
</tr>
<tr>
<td>OR ART 311</td>
<td>Art History Survey I</td>
</tr>
<tr>
<td>OR ART 312</td>
<td>Art History Survey II</td>
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#### MUSIC

**Required Courses**

<table>
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<tr>
<td>Mus 100</td>
<td>Music Appreciation</td>
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**Required General Education Course**

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<th>Course Name</th>
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<td>ENGL 125</td>
<td>Introduction to Professional Writing</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>Mus 100</td>
<td>Music Appreciation</td>
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</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>Mus 111-112</td>
<td>Class Piano</td>
</tr>
<tr>
<td>Mus 205</td>
<td>Basic Conducting</td>
</tr>
</tbody>
</table>

**NON-TEACHING TRACK**

**Required Courses**

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<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MUS 109-110</td>
<td>Music Theory I-II</td>
</tr>
<tr>
<td>MUS 121-122</td>
<td>Aural Skills I-II</td>
</tr>
<tr>
<td>100-level</td>
<td>Applied Music (2 semesters)</td>
</tr>
<tr>
<td>200-level</td>
<td>Applied Music (2 semesters)</td>
</tr>
</tbody>
</table>

| + Pianists will enroll in 2 credit lessons. |

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
</tr>
<tr>
<td>MUS 209</td>
<td>Viking Production Studio</td>
</tr>
<tr>
<td>MUS 398</td>
<td>Music Business Practicum</td>
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<td>MUS 497</td>
<td>Internship</td>
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#### TEACHING TRACK

**Required Courses**

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<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Music Fundamentals</td>
</tr>
<tr>
<td>or MUS 109</td>
<td>Music Theory I</td>
</tr>
<tr>
<td>MUS 171</td>
<td>Applied Voice (2 semesters)</td>
</tr>
<tr>
<td>MUS 194a</td>
<td>Applied Guitar (2 semesters)</td>
</tr>
<tr>
<td>MUS 290</td>
<td>Music Activities for Elementary Teachers</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 131 or 141</td>
<td>Ensemble</td>
</tr>
<tr>
<td>MUS 325</td>
<td>Vocal Methods</td>
</tr>
<tr>
<td>MUS 332, 333</td>
<td>Music History II, III</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Applied Pedagogy</td>
</tr>
<tr>
<td>MUS 390</td>
<td>Music in the Elementary School</td>
</tr>
</tbody>
</table>

**MINOR

#### MUSIC WITH AN EMPHASIS IN BUSINESS**

**Required General Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 125</td>
<td>Introduction to Professional Writing</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>Mus 100</td>
<td>Music Appreciation</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Music Fundamentals</td>
</tr>
<tr>
<td>or MUS 109</td>
<td>Music Theory I</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Aural Skills I</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Aural Skills II</td>
</tr>
<tr>
<td>MUS 209</td>
<td>Viking Production Studio</td>
</tr>
<tr>
<td>MUS 300</td>
<td>Viking Production Studio</td>
</tr>
<tr>
<td>MUS 309, 310</td>
<td>Music Business I-II</td>
</tr>
<tr>
<td>MUS 398</td>
<td>Music Business Practicum</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 131, 141, 142, 143</td>
<td>Ensemble</td>
</tr>
<tr>
<td>MUS 140</td>
<td>Music Business Practicum</td>
</tr>
<tr>
<td>MUS 141</td>
<td>Music Business Practicum</td>
</tr>
<tr>
<td>MUS 142</td>
<td>Music Business Practicum</td>
</tr>
</tbody>
</table>

**Special Program Requirements**

The student must achieve a grade of C or better in each of the specified courses and a 2.50 GPA in music courses. The student is required to enroll in MUS 200 Concert Attendance (0 credit hours) every semester.
## MINOR PIANO PEDAGOGY

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>25 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 109, 110 Music Theory I, II</td>
<td>3 hours each</td>
</tr>
<tr>
<td>MUS 121, 122 Aural Skills I, II</td>
<td>1 hour each</td>
</tr>
<tr>
<td>MUS 151, 251 Applied Piano (4 semesters)</td>
<td>2 hours each</td>
</tr>
<tr>
<td>MUS 332 or 333 Music History &amp; Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 358 Applied Pedagogy</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 359 Piano Pedagogy</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201 Music Theory III</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 203 Aural Skills III</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 211 or 212 Class Piano</td>
<td>1 hour each</td>
</tr>
<tr>
<td>MUS 351 Applied Piano</td>
<td>2 hours each</td>
</tr>
<tr>
<td>MUS 387 VCSU CSA Internship</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

### 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.
- The student is required to enroll in MUS 200 Concert Attendance (0 credit hours) every semester.

## CERTIFICATE OF COMPLETION DIGITAL DESIGN

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>15 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112 Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 231, 331 Drawing</td>
<td>3 hours each</td>
</tr>
<tr>
<td>CIS 440 Advanced Digital Web Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>BOTE 337 Authoring Digital Publications</td>
<td>3 hours</td>
</tr>
<tr>
<td>MRKT 319 Web Site Authoring</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

## APPLIED MUSIC

Applied lessons consist of one private lesson and one studio class 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 required 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. Applied music may be repeated for credit.

Students majoring in music will complete at least seven semesters/12 hours (B.S. in Ed.) or eight semesters/14 hours (B.A., B.S.) of applied music on their primary instrument 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 hour 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.

Students minoring in Music complete four semesters of applies music (4-6 hours per track requirements).

Students minoring in Piano Pedagogy will complete four semesters of applied music on their primary instrument (2 hours per semester or 8 hours).

Majors in Music Business will enroll in six semesters (1 hour per semester) of applied music, Minors in Music Business enroll for three semesters.

Non-music students may take Applied Music (1 hour per semester) if time is available in the instructor’s teaching schedule. Applied music courses may not be audited.

### 100 level Applied Music.

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>Piano+</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>151A</td>
<td>Organ</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>161</td>
<td>Percussion</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>171</td>
<td>Voice*</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>181A</td>
<td>Trumpet</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>181B</td>
<td>French Horn</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>181C</td>
<td>Trombone</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>181D</td>
<td>Euphonium</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>181E</td>
<td>Tuba</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>191A</td>
<td>Flute</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>191B</td>
<td>Clarinet</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>191C</td>
<td>Saxophone</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>191D</td>
<td>Oboe</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>191E</td>
<td>Bassoon</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>194A</td>
<td>Guitar</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>194B</td>
<td>Violin</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>194C</td>
<td>Viola</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>194D</td>
<td>Cello</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>194E</td>
<td>String Bass</td>
<td>1-2 hours</td>
</tr>
</tbody>
</table>

*Students with little or no previous piano training will enroll in MUS 111 Class Piano.

### 200 level Applied Music. Prerequisite: Two semesters (2-4 hours) of Applied Music (100 level), Proficiency Examination, and Permission of the Department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>251</td>
<td>Piano</td>
<td>2 hours each</td>
</tr>
<tr>
<td>251A</td>
<td>Organ</td>
<td>2 hours each</td>
</tr>
<tr>
<td>261</td>
<td>Percussion</td>
<td>2 hours each</td>
</tr>
<tr>
<td>271</td>
<td>Voice</td>
<td>2 hours each</td>
</tr>
<tr>
<td>281A</td>
<td>Trumpet</td>
<td>2 hours each</td>
</tr>
<tr>
<td>281B</td>
<td>French Horn</td>
<td>2 hours each</td>
</tr>
<tr>
<td>281C</td>
<td>Trombone</td>
<td>2 hours each</td>
</tr>
<tr>
<td>281D</td>
<td>Euphonium</td>
<td>2 hours each</td>
</tr>
<tr>
<td>281E</td>
<td>Tuba</td>
<td>2 hours each</td>
</tr>
<tr>
<td>291A</td>
<td>Flute</td>
<td>2 hours each</td>
</tr>
<tr>
<td>291B</td>
<td>Clarinet</td>
<td>2 hours each</td>
</tr>
<tr>
<td>291C</td>
<td>Saxophone</td>
<td>2 hours each</td>
</tr>
<tr>
<td>291D</td>
<td>Oboe</td>
<td>2 hours each</td>
</tr>
<tr>
<td>291E</td>
<td>Bassoon</td>
<td>2 hours each</td>
</tr>
<tr>
<td>294A</td>
<td>Guitar</td>
<td>2 hours each</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>Piano</td>
<td>2 hours each</td>
</tr>
<tr>
<td>351A</td>
<td>Organ</td>
<td>2 hours each</td>
</tr>
<tr>
<td>361</td>
<td>Percussion</td>
<td>2 hours each</td>
</tr>
<tr>
<td>371</td>
<td>Voice</td>
<td>2 hours each</td>
</tr>
<tr>
<td>381A</td>
<td>Trumpet</td>
<td>2 hours each</td>
</tr>
</tbody>
</table>
### 300-Level Applied Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instrument</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>381B</td>
<td>French Horn</td>
<td>2</td>
</tr>
<tr>
<td>381C</td>
<td>Trombone</td>
<td>2</td>
</tr>
<tr>
<td>381D</td>
<td>Euphonium</td>
<td>2</td>
</tr>
<tr>
<td>381E</td>
<td>Tuba</td>
<td>2</td>
</tr>
<tr>
<td>391A</td>
<td>Flute</td>
<td>2</td>
</tr>
<tr>
<td>391B</td>
<td>Clarinet</td>
<td>2</td>
</tr>
<tr>
<td>391C</td>
<td>Saxophone</td>
<td>2</td>
</tr>
<tr>
<td>391D</td>
<td>Oboe</td>
<td>2</td>
</tr>
<tr>
<td>391E</td>
<td>Bassoon</td>
<td>2</td>
</tr>
<tr>
<td>394A</td>
<td>Guitar</td>
<td>2</td>
</tr>
</tbody>
</table>

### 400-Level Applied Music

Senior Recital 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 hours) of 300-level Applied Music, Proficiency Examination, and Permission of the Department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instrument</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>452</td>
<td>Senior Recital Piano</td>
<td>2</td>
</tr>
<tr>
<td>452A</td>
<td>Senior Recital Organ</td>
<td>2</td>
</tr>
<tr>
<td>462</td>
<td>Senior Recital Percussion</td>
<td>2</td>
</tr>
<tr>
<td>472</td>
<td>Senior Recital Voice</td>
<td>2</td>
</tr>
<tr>
<td>482A</td>
<td>Senior Recital Trumpet</td>
<td>2</td>
</tr>
<tr>
<td>482B</td>
<td>Senior Recital French Horn</td>
<td>2</td>
</tr>
<tr>
<td>482C</td>
<td>Senior Recital Trombone</td>
<td>2</td>
</tr>
<tr>
<td>482D</td>
<td>Senior Recital Euphonium</td>
<td>2</td>
</tr>
<tr>
<td>482E</td>
<td>Senior Recital Tuba</td>
<td>2</td>
</tr>
<tr>
<td>492A</td>
<td>Senior Recital Flute</td>
<td>2</td>
</tr>
<tr>
<td>492B</td>
<td>Senior Recital Clarinet</td>
<td>2</td>
</tr>
<tr>
<td>492C</td>
<td>Senior Recital Saxophone</td>
<td>2</td>
</tr>
<tr>
<td>492D</td>
<td>Senior Recital Oboe</td>
<td>2</td>
</tr>
<tr>
<td>492E</td>
<td>Senior Recital Bassoon</td>
<td>2</td>
</tr>
<tr>
<td>494A</td>
<td>Senior Recital Guitar</td>
<td>2</td>
</tr>
</tbody>
</table>
Division of Mathematics Science and Health & Physical Education

Rhoades Science Center

Division Chair:
Joseph Stickler, Ph.D., Professor *
701.845.7334

Assistant:
Alice Beauchman
800.532.8641 extension 37452
701.845.7452
FAX: 701.845.7450
alice.beauchman@vcsu.edu
www.vcsu.edu/academics

The Department of Mathematics and Science 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 and Science, 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 students with academic counseling, courses, programs and research experiences that will prepare them for the professional or graduate school of their choice.
5. Provide all students and members of the community opportunities for learning experiences in areas related to Mathematics and Science.
6. Provide students with research opportunities at VCSU facilities and provide internships (summer and year round) at VCSU and other facilities.
7. Provide opportunities to be involved in operation and production of shows at the VCSU Planetarium and in the continued development of the Medicine Wheel Park.

The Department of Mathematics
Rhoades Science Center

Department Chair:
Preston Bush, Ph.D., Associate Professor
701.845.7151

Courses leading to a major in Mathematics will help students develop the following Abilities:

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

Collaboration:
Ability to work with others

Global Awareness:
Recognize relationships

Communication:
Ability to convey information and knowledge

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

Mathematics Learning Outcomes
1. Increase student mathematical literacy and abstract thinking to meet professional employment goals.
2. Understand the impact Mathematics on the world and upon daily life.

Majors:
Mathematics (B.A., B.S.)
Mathematics (B.S., in Ed.)

Minors:
Computer Science
Mathematics
Mathematics – Elementary
Mathematics – Secondary

Faculty:
Preston Bush, Ph.D., Associate Professor
Curtis Hill, Ph.D., Professor
Taka Yamauchi, Ph.D., Assistant Professor
Jamie Wirth, M.A., Instructor

Valley City State University ~ 91
Department of Science
Rhoades Science Center

Department Chair:
Joe Stickler, Ph.D., Professor *
701.845.7334

Courses leading to a major in Science will help students develop the following abilities:

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

Collaboration:
Ability to work with others

Global Awareness:
Recognize relationships

Communication:
Ability to convey information and knowledge

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

Science Learning Outcomes:
Increasing student scientific literacy to meet professional employment goals and enhance personal understanding of the impact of Science upon their lives.

Majors:
Biology (B.A., B.S.)
Biology (B.S. in Ed.)
Biology - Composite (B.S. in Ed.)
Chemistry (B.A., B.S.)
Chemistry (B.S. in Ed.)
Chemistry - Composite (B.S. in Ed.)
Health Science (B.A., B.S.)
Fisheries & Wildlife Science (B.A., B.S.)

Minors:
Biology
Chemistry
Earth & Environmental Science
Physics

Faculty:
Bob Anderson, Ph.D., Assistant Professor
Jerzy Bilski, Ph.D., Assistant Professor
Andre DeLorme, Ph.D., Professor
Don Hoff, M.S., Associate Professor
Gilbert Kuipers, Ph.D., Associate Professor
Joe Stickler, Ph.D., Professor *
Hilde van Gijssel, Ph.D., Associate Professor *

* Indicates Graduate Faculty
The Department of Health and Physical Education will develop among its students the knowledge, skills, attitudes and values that come from living an active lifestyle and making healthy behavioral decisions.

Health & Physical Education Learning Outcomes

1. Students completing a major in the Department of Health and Physical Education will be prepared for a successful student teaching experience.

2. Students completing a major in the Department of Health and Physical Education will be prepared to pursue advanced degrees in physical therapy, athletic training, or exercise science.

3. Students completing a major in the Department of Health and Physical Education will be prepared to pursue careers in Leisure and Wellness studies.

4. The Department of Health and Physical Education, through its general education offering, will demonstrate knowledge of the importance of lifetime physical fitness and healthy behavioral decisions.

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

**Communication:**
To convey thoughts, ideas, data, information, and messages effectively.

**Problem Solving:**
To select and use appropriate and effective approaches and tools in solving a wide variety of problems.

**Collaboration:**
To work together to reach a common goal.

**Technology Literacy:**
Use technological tools and processes to improve learning, productivity, and / or performance.
### MAJOR BIOLOGY (B.A., B.S.)

**Required General Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic &amp; Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 260</td>
<td>Elements of Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Courses**

- 20 hours
- BIOL 150  General Biology
- BIOL 151  General Biology
- BIOL 170  General Zoology
- BIOL 311  Botany
- BIOL 312  Botany

**Electives**

- 16 hours
- BIOL 220  Human Anatomy & Physiology I
- BIOL 221  Human Anatomy & Physiology II
- BIOL 267  Environmental History
- BIOL 310  Microbiology
- BIOL 315  Genetics
- BIOL 330  North Dakota Flora
- BIOL 340  Comparative Anatomy
- BIOL 343  Ornithology
- BIOL 347  Aquatic Entomology
- BIOL 355  Mammalogy
- BIOL 395  Laboratory Preparation & Management
- BIOL 410  Field Ecology
- BIOL 490  Secondary Science Methods & Techniques
- GEOL 100  Introduction to Earth Science
- PHYS 161  General Physics
- PHYS 251  with 251L University Physics

**Cultural Block**

- 16 hours

For a Bachelor of Science (B.S.) degree, the student must complete 16 hours of course work within their area of interest or within the area of their career choice.

### COMPOSITE MAJOR BIOLOGY EDUCATION (B.S. in Ed.)

**Required General Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic &amp; Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 260</td>
<td>Elements of Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH 107</td>
<td>Precalculus (minimum level)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Courses**

- 36-37 hours
- BIOL 150  General Biology
- BIOL 151  General Biology
- BIOL 170  General Zoology
- BIOL 310  Microbiology
- BIOL 311  Botany
- BIOL 395  Laboratory Preparation & Management
- BIOL 410  Field Ecology
- BIOL 490  Secondary Science Methods & Techniques
- GEOL 100  Introduction to Earth Science
- PHYS 161  General Physics
- PHYS 251  with 251L University Physics

**Electives**

- 16 hours
- BIOL 220  Human Anatomy & Physiology I
- BIOL 221  Human Anatomy & Physiology II
- BIOL 267  Environmental History
- BIOL 312  Botany
- BIOL 315  Genetics
- BIOL 330  North Dakota Flora
- BIOL 340  Comparative Anatomy
- BIOL 343  Ornithology
- BIOL 347  Aquatic Entomology
- BIOL 355  Mammalogy
- BIOL 367  Ichthyology
- BIOL 380  Human Sexuality
- BIOL 395  Laboratory Preparation & Management
- BIOL 420  Mycology
- BIOL 441  Cell Biology
- BIOL 470  Limnology
- BIOL x99  Special Topics
- PHYS 275  Planetarium Science

(a total of 4 credits from BIOL x99 may be applied as directed electives)

* To become a “highly qualified” teacher in other areas of science (Chemistry, Physics or Earth Science) a student must take a minimum of 12 credits in each of the other science areas in which they intend to teach. This conforms to the No Child Left Behind policy.

**Professional Education Sequence Secondary**

- 31-32 hours

(required for B.S. in Education degree, see page 110 for details)

* *To become a “highly qualified” teacher in other areas of science (Chemistry, Physics or Earth Science) a student must take a minimum of 12 credits in each of the other science areas in which they intend to teach. This conforms to the No Child Left Behind policy.*
MAJOR
CHEMISTRY
(B.A., B.S.)

Required General Education Courses
MATH 165 Analytic Geometry & Calculus I 4 hours
PHYS 161, 162 Introductory College Physics I, II 4 hours each
PHYS 251 with 251L, 252 with 252L University Physics I, II 4/1 hours each

Required Courses 28 hours
CHEM 121 General Chemistry 5 hours
CHEM 122 General Chemistry 5 hours
CHEM 330 Quantitative Analysis 4 hours
CHEM 341 Organic Chemistry 5 hours
CHEM 342 Organic Chemistry 5 hours
CHEM 411 Physical Chemistry 3 hours
CHEM 421 Physical Chemistry Lab 1 hour

Electives 8 hours
CHEM 116 Introduction to Organic & Biochemistry 5 hours
CHEM 260 Elements of Biochemistry 4 hours
CHEM 331 Quantitative Analysis 4 hours
CHEM 341 Organic Chemistry 5 hours
CHEM 342 Organic Chemistry 5 hours
CHEM 395 Lab Preparation & Management 1 hour
CHEM 411 Physical Chemistry 3 hours
CHEM 421 Physical Chemistry Lab 1 hour
CHEM 490 Secondary Science Methods & Techniques 3 hours
GEOL 100 Introduction to Earth Science 4 hours
CHEM x94 Independent Study 1-4 hours

Cultural Block 16 hours
(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)

For a Bachelor of Science (B.S.) degree, the student must complete 16 hours of course work within their area of interest or within the area of their career choice.

COMPOSITE MAJOR
CHEMISTRY EDUCATION
(B.S. in Ed.)

Required General Education Courses
MATH 165 Analytic Geometry & Calculus I 4 hours
PHYS 161, 162 Introductory College Physics I, II 4 hours each
PHYS 251 with 251L, 252 with 252L University Physics I, II 4/1 hours each

Required Courses 45 hours
BIOL 150 General Biology 4 hours
BIOL 151 General Biology 4 hours
CHEM 121 General Chemistry 5 hours
CHEM 122 General Chemistry 5 hours
CHEM 116 Introduction to Organic & Biochemistry 5 hours

or
CHEM 260 Elements of Biochemistry 4 hours
CHEM 330 Quantitative Analysis 4 hours
CHEM 341 Organic Chemistry 5 hours
CHEM 342 Organic Chemistry 5 hours
CHEM 395 Lab Preparation & Management 1 hour
CHEM 411 Physical Chemistry 3 hours
CHEM 421 Physical Chemistry Lab 1 hour
CHEM 490 Secondary Science Methods & Techniques 3 hours
GEOL 100 Introduction to Earth Science 4 hours
CHEM x94 Independent Study/Undergraduate Research 1-4 hours

Electives 3 hours
CHEM 331 Quantitative Analysis 4 hours
CHEM 412 Physical Chemistry 3 hours
CHEM 422 Physical Chemistry Lab 1 hour
CHEM x94 Independent Study/Undergraduate Research 1-4 hours

To become a “highly qualified” teacher in other areas of science (biology, physics, or earth science), a student must take a minimum of 12 hours in each of the other science areas in which they intend to teach.

Professional Education Sequence Secondary 31-32 hours
(required for B.S. in Education degree, see page 110 for details)
COMPOSITE MAJOR
FISHERIES & WILDLIFE SCIENCE
(B.A., B.S.)

Required General Education Courses
CHEM 116  Introduction to Organic and Biochemistry  5 hours
CHEM 121  General Chemistry I  5 hours

Required Courses  42 hours
BIOL 121  Introduction to Fisheries & Wildlife Sciences  3 hours
BIOL 122  Fisheries & Wildlife Techniques  3 hours
BIOL 150  General Biology  4 hours
BIOL 151  General Biology  4 hours
BIOL 170  General Zoology  4 hours
BIOL 311  Botany  4 hours
BIOL 360  Environmental Law & Regulations  3 hours
BIOL 430  Human Dimensions in Fisheries & Wildlife  3 hours
CHEM 122  General Chemistry  5 hours
MATH 146  Applied Calculus  3 hours
MATH 321  Applied Probability and Statistics  3 hours
ENGL 410  Professional Writing  3 hours
OR
COMM 200  Introduction to Media Writing  3 hours
OR
COMM 314  Public Relations  3 hours

Concentration  24 hours
Complete either Concentration A - Fisheries Focus or Concentration B - Wildlife Focus.

Electives  16 hours
Student’s future career choice should determine the electives to be taken.

Concentration A - Fisheries Focus
Designed for the student that wants to work in fisheries management.

Required  16 hours
BIOL 347  Aquatic Entomology  4 hours
BIOL 367  Ichthyology  4 hours
BIOL 412  Principles of Fisheries Management  4 hours
BIOL 470  Limnology  4 hours

Electives  8 hours
Choose two of the following electives to fulfill Option A:
BIOL 315  Genetics  4 hours
BIOL 410  Field Ecology  4 hours
BIOL 455  Introduction to GIS  4 hours
GEOL 300  Environmental Earth Science  4 hours
ENVT 270  Water Resources Management (DCB)  4 hours
BIOL 497  Internship  4 hours

Concentration B - Wildlife Focus
Designed for the student that wants to work in wildlife management.

Required  24 hours
ARSC 236  Introduction to Range Management  4 hours
BIOL 312  Botany (DCB)  4 hours
BIOL 343  Ornithology  4 hours
BIOL 355  Mammalogy  4 hours
BIOL 410  Field Ecology  4 hours
BIOL 411  Principles of Wildlife Management  4 hours

Cultural Block  16 hours
(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)
### MAJOR
### HEALTH EDUCATION
(B.S. in Ed.)

#### Required General Education Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111 or higher</td>
<td>Concepts of Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Required Courses **34 hours**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 220, 221*</td>
<td>Human Anatomy &amp; Physiology</td>
<td>4 each</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
<td>2</td>
</tr>
<tr>
<td>HPER 300</td>
<td>Drug Education and Information</td>
<td>2</td>
</tr>
<tr>
<td>HPER 315</td>
<td>Elements of Health</td>
<td>3</td>
</tr>
<tr>
<td>HPER 370</td>
<td>Human Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>HPER 400</td>
<td>Current Issues in Community Health</td>
<td>2</td>
</tr>
<tr>
<td>HPER 410</td>
<td>Administration of Health, Physical Education, &amp; Athletics</td>
<td>2</td>
</tr>
<tr>
<td>HPER 490A</td>
<td>Methods, Curriculum, and Assessment of Health &amp; Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>HPER 490B</td>
<td>Practical Application of Methodology in the Health &amp; Physical Education Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>HPER 491</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives **4 hours**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>HPER 207</td>
<td>Prevention &amp; Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>HPER 440</td>
<td>Adapted Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Professional Education Sequence Secondary **31-32 hours**
(required for B.S. in Education degree, see page 110 for details)

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

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

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.

### COMPOSITE MAJOR
### HEALTH SCIENCE
(B.A., B.S.)

Designed for students wishing to pursue a degree at a professional or graduate school in chiropractic, dentistry, medicine, nursing, optometry, pharmacy, physical therapy, veterinary science, respiratory therapy, occupational therapy, mortuary science, physician assistant, and biomedical research.

#### Required General Education Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Introduction to Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Courses **17 hours**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Electives **35 hours**
Students future career choice determines the electives to be taken.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>Comparative Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 355</td>
<td>Mammalogy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 441</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic and Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 260</td>
<td>Elements of Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 342</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 411/421</td>
<td>Physical Chemistry I</td>
<td>3/1</td>
</tr>
<tr>
<td>ENGL 410</td>
<td>Technical &amp; Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Analytic Geometry &amp; Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Analytic Geometry &amp; Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>Introduction to College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>Introduction to College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Cultural Block **16 hours**
(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)

For a Bachelor of Science (B.S.) degree the student must complete at least 16 hours of classes within the area of his/her interest or within the area of his/her career choice.
MAJOR
MATHEMATICS
(B.A., B.S.)

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.

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

Required Courses

28 hours

MATH 165, 166, 265 Analytic Geometry & Calculus I, II, III 4 hours each
MATH 330 Linear Algebra and Matrices 3 hours
MATH 266 Differential Equations 3 hours
MATH 340 Algebraic Structures 4 hours
MATH 410 Real Analysis I 3 hours
MATH 421 Mathematical Probability and Statistics I 3 hours

Electives

15 hours

CSCI 127 Introduction to Programming in Java 3 hours
CSCI 160 Introduction to Structured Programming I 3 hours
CSCI 161 Introduction to Structured Programming II 3 hours
CSCI 350 Assembly Language Programming 3 hours
CSCI 365 Programming Language Topics 3 hours
CSCI 370 Computer Organization and Systems 3 hours
CSCI 372 Comparative Programming Languages 3 hours
MATH 300 Symbolic Logic 1 hour
MATH 311 College Geometry I 2 hours
MATH 312 College Geometry II 3 hours
MATH 412 Ordinary Differential Equations 3 hours
MATH 413 Partial Differential Equations 3 hours
MATH 422 Probability and Statistics II 3 hours
MATH 430 Complex Analysis 3 hours

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

For a Bachelor of Arts (B.A.) degree, the student must complete 16 hours of language or cultural studies.

For a Bachelor of Science (B.S.) degree, the student must complete 16 hours of course work within their area of interest or within the area of their career choice.

Cultural Block

16 hours

(required for the BA Degree see page 42, Bachelor of Arts item 3 for details)

MAJOR
MATHEMATICS EDUCATION
(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.

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

The student must complete one of the following courses to meet the computer literacy requirement:

CSCI 127 Introduction to Programming in Java 3 hours
OR
CSCI 160 Introduction to Structured Programming I 3 hours

Required Courses

37 hours

MATH 165, 166, 265 Analytic Geometry & Calculus I, II, III 4 hours each
MATH 266 Differential Equations 3 hours
MATH 300 Symbolic Logic 1 hour
MATH 311 College Geometry I 2 hours
MATH 330 Linear Algebra and Matrices 3 hours
MATH 340 Algebraic Structures 4 hours
MATH 400 History and Philosophy of Mathematics 3 hours
MATH 410 Real Analysis 3 hours
MATH 421 Mathematical Probability and Statistics I 3 hours
MATH 490 Teaching Secondary School Mathematics 3 hours

Electives

6 hours

CSCI 127 Introduction to Programming in Java 3 hours
CSCI 160, 161 Introduction to Structured Programming I, II 3 hours each
CSCI 365 Programming Language Topics 3 hours
CSCI 370 Computer Organization and Systems 3 hours
CSCI 380 Teaching Computer Science 3 hours
MATH 312 College Geometry II 3 hours
MATH 412 Ordinary Differential Equations 3 hours
MATH 413 Partial Differential Equations 3 hours
MATH 422 Probability and Statistics II 3 hours
MATH 430 Complex Analysis 3 hours

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

Professional Education Sequence Secondary

31-32 hours

(required for B.S. in Education degree, see page 110 for details)
MAJOR
PHYSICAL EDUCATION (K-12)
(B.S. in Ed.)

Required General Education Courses
BIOL 111 or higher  Concepts of Biology 4 hours

Required Courses 37 hours
HPER 109  Weight Training 1 hour
HPER 207  Prevention & Care of Athletic Injuries 2 hours
HPER 208  Introduction to Physical Education 2 hours
HPER 210  First Aid & CPR 2 hours
HPER 325  Physical Education in the Elementary Grades 3 hours
HPER 358  Applied Anatomy, Physiology and Human Performance 4 hours
HPER 359  Applied Anatomy, Physiology and Human Performance 4 hours
HPER 360  Instruction and Organization of Individual/Dual Activities 3 hours
HPER 361  Instruction and Organization of Team Activities 2 hours
HPER 390  Fitness Assessment and Prescription 2 hours
HPER 410  Administration of Health, Physical Education and Athletics 2 hours
HPER 425  Sociological/Psychological Aspects of Sport & Physical Education 2 hours
HPER 440  Adapted Physical Education 2 hours
HPER 490A  Methods, Curriculum, and Assessment of Health and Physical Education 2 hours
HPER 490B  Practical Application of Methodology in the Health and Physical Education Classrooms 2 hours

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 Secondary 31-32 hours
(required for B.S. in Education degree, see page 110 for details)
NOTE: HPER 358/359 is not for Pre-Professional or Elementary Education students. See course descriptions for further explanation.
HPER 358/359 Applied Anatomy, Physiology and Human Performance students must enroll in HPER 358 in the Fall Semester and HPER 359 in the Spring Semester.
HPER 320 First Aid & CPR Instructor Certification is an optional certification. Prerequisites: HPER 210 or equivalent.
See Health Course Descriptions.
### CONCENTRATION B  SPORT & LEISURE MANAGEMENT
Designed for the student who is interested in management positions in sport, health, leisure/recreation and fitness-related fields.

**SOC 110** Introduction to Sociology 3 hours

**Required Courses** 23-36 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>HPER 360</td>
<td>Instruction and Organization of Individual/Dual Activities</td>
<td>2</td>
</tr>
<tr>
<td>HPER 361</td>
<td>Instruction and Organization of Team Activities</td>
<td>3</td>
</tr>
<tr>
<td>HPER 400</td>
<td>Current Issues in Community Health</td>
<td>2</td>
</tr>
<tr>
<td>HPER 410</td>
<td>Administration of Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>HPER 420</td>
<td>Recreation &amp; Leisure in Modern Society</td>
<td>2</td>
</tr>
<tr>
<td>HPER 487</td>
<td>Field Experience Practicum</td>
<td>3-4</td>
</tr>
<tr>
<td>HPER 497</td>
<td>Internship</td>
<td>3-12</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** 27 hours minimum

Choose from each of the following elective options:

**Elective 1: Behavioral Studies** 18 hours minimum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 200</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 312</td>
<td>Gender Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 314</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>HPER 320</td>
<td>First Aid &amp; CPR Instructor Certification</td>
<td>2</td>
</tr>
<tr>
<td>HPER 325</td>
<td>Physical Education in the Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>HPER 338</td>
<td>Modern Sports Officiating</td>
<td>2</td>
</tr>
<tr>
<td>HPER 358</td>
<td>Applied Anatomy, Physiology &amp; Human Performance</td>
<td>4</td>
</tr>
<tr>
<td>HPER 359</td>
<td>Applied Anatomy, Physiology &amp; Human Performance</td>
<td>4</td>
</tr>
<tr>
<td>HPER 499</td>
<td>Special Topics (1-4 hours)</td>
<td>1-4</td>
</tr>
<tr>
<td>COMM/PSYC/SOC 360</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYC/SOC 350</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective 2** 9 hours minimum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 314</td>
<td>Business Reports &amp; Communications</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 336</td>
<td>Business Data Solutions</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 375</td>
<td>Business Finance I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 430</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 319</td>
<td>Website Authoring</td>
<td>3</td>
</tr>
<tr>
<td>MKT 370</td>
<td>Advertising &amp; Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MKT 405</td>
<td>Retail Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### CONCENTRATION C  SPORT & WELLNESS STUDIES
Designed for the student who is interested in attaining entry-level positions in health and fitness-related fields.

**Required Courses** 23-32 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOTE 314</td>
<td>Business Reports and Communications</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 336</td>
<td>Business Data Solutions</td>
<td>3</td>
</tr>
<tr>
<td>BOTE 337</td>
<td>Authoring Digital Publications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HPER 361</td>
<td>Instruct.&amp; Org. of Team Acts.</td>
<td>2</td>
</tr>
<tr>
<td>HPER 380</td>
<td>Human Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>HPER 400</td>
<td>Current Issues in Community Health</td>
<td>2</td>
</tr>
<tr>
<td>HPER 420</td>
<td>Recreation &amp; Leisure in Modern Society</td>
<td>2</td>
</tr>
<tr>
<td>HPER 487</td>
<td>Field Experience Practicum</td>
<td>3-4</td>
</tr>
<tr>
<td>HPER 497</td>
<td>Exercise Science Internship</td>
<td>3-12</td>
</tr>
</tbody>
</table>

* Students enrolled in HPER 497 must have a 2.50 grade point average.

**Electives** 27-33 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  BIOLOGY

**Required General Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic &amp; Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CHEM 260</td>
<td>Elements of Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Courses** 20 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150, 151</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 170</td>
<td>General Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 311, 312</td>
<td>Botany</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives** 4 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 220, 221</td>
<td>Human Anatomy &amp; Physiology I, II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>North Dakota Flora</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>Comparative Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Ornithology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 347</td>
<td>Aquatic Entomology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 355</td>
<td>Mammalogy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 367</td>
<td>Ichthyology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 395</td>
<td>Laboratory Preparation &amp; Management</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Field Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 441</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 470</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL x94</td>
<td>Independent Study/Undergraduate Research</td>
<td>1-4</td>
</tr>
<tr>
<td>BIOL x99</td>
<td>Special Topics</td>
<td>1-4</td>
</tr>
</tbody>
</table>

(a total of 4 credits from BIOL x94 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 Autónoma University of Baja California Sur Program in LaPaz, Mexico.
## MINOR CHEMISTRY

### Required General Education Courses
- PHYS 161, 162  Introductory College Physics I, II  4 hours each or
- PHYS 251 with 251L, 252 with 252L University Physics I, II  4/1 hours each

### Required Courses 19 hours
- CHEM 121, 122  General Chemistry  5 hours each
- CHEM 330  Quantitative Analysis  4 hours
- CHEM 341  Organic Chemistry  5 hours

### Electives 5 hours
- CHEM 116  Introduction to Organic & Biochemistry  5 hours or
- CHEM 260  Elements of Biochemistry  4 hours
- CHEM 331  Quantitative Analysis  4 hours
- CHEM 342  Organic Chemistry  5 hours
- CHEM 395  Laboratory Preparation & Management  1 hour
- CHEM 411, 412  Physical Chemistry  3 hours each
- CHEM 421, 422  Physical Chemistry Lab  1 hour each
- CHEM x94  Independent Study/Undergraduate Research  1-4 hours

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

## MINOR PHYSICS

### Required General Education Courses
- CHEM 121  General Chemistry  4 hours
- MATH 165  Analytic Geometry & Calculus I  4 hours

### Required Courses 10 hours
- PHYS 251 with 251L  University Physics I  4/1 hours
- PHYS 252 with 252L  University Physics II  4/1 hours

### Electives 14 hours
- CHEM 122  General Chemistry  4 hours
- CHEM 411  Physical Chemistry  3 hours
- CHEM 412  Physical Chemistry  3 hours
- MATH 166  Analytic Geometry & Calculus II  4 hours
- MATH 265  Analytic Geometry & Calculus III  4 hours
- MATH 266  Differential Equations  3 hours
- PHYS 100  Concepts of Physics  4 hours
- PHYS 110  Introductory Astronomy  4 hours
- PHYS 161, 161L  Introductory College Physics I  4, 1 hours
- PHYS 162, 162L  Introductory College Physics II  4, 1 hours
- PHYS 275  Planetarium Science  1 hour
- PHYS 395  Laboratory Preparation & Management  1 hour
- PHYS x94  Independent Study/Undergraduate Research  1-4 hours

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

## MINOR EARTH AND ENVIRONMENTAL SCIENCE

### Required General Education Courses
- CHEM 115  Introductory Chemistry  4 hours or
- CHEM 121  General Chemistry  4 hours or
- PHYS 100  Concepts of Physics  4 hours or
- PHYS 161  Introductory College Physics I  4 hours

### Required Courses 12 hours
- GEOL 100  Introduction to Earth Science  4 hours
- GEOL 106  The Earth Through Time  4 hours
- GEOL 300  Environmental Earth Science  4 hours

### Electives 13 hours
- BIOL 170  General Zoology  4 hours
- BIOL 267  Environmental History  3 hours
- BIOL 311  Botany  4 hours or
- BIOL 312  Botany  4 hours
- BIOL 343  Ornithology  4 hours
- BIOL 347  Aquatic Entomology  4 hours
- BIOL 355  Mammalogy  4 hours
- BIOL 367  Ichthyology  4 hours
- BIOL 410  Field Ecology  4 hours
- BIOL 420  Mycology  4 hours
- BIOL 470  Limnology  3 hours
- PHYS 110  Introductory Astronomy  4 hours
- PHYS 275  Planetarium Science  1 hour

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.

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

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.

Required General Education Courses

CIS 170 Introduction to Computer Information Systems 2 hours

Required Courses 15 hours

CSCI 160 Introduction to Structured Programming I 3 hours
CSCI 161 Introduction to Structured Programming II 3 hours
CSCI 242 Data Structures 3 hours
CSCI 350 Assembly Language Programming 3 hours
CSCI 370 * Computer Organization and Systems 3 hours

Electives 9 hours

CIS 321 Fundamentals of Networking 3 hours
CIS 360 Hardware & Operating Systems 3 hours
CIS 380 Systems Analysis and Design 3 hours
CIS 385 Database Theory/Design 3 hours
CIS 491 Senior Portfolio 1 hour
CSCI 127 Introduction to Programming in Java 3 hours
CSCI 365 Programming Language Topics 3 hours
CSCI 372 Comparative Programming Languages 3 hours
CSCI 380 Teaching Computer Science 3 hours
CSCI 450 Practicum in Computer Science 1-3 hours
CSCI 497 Internship 3-12 hours
MATH 300 Symbolic Logic 1 hour
MATH 321 Applied Probability and Statistics 3 hours
MATH 330 Linear Algebra and Matrices 3 hours
TECH 450 Electronic Communication 3 hours

* CSCI 370 is prerequisite to CSCI 350.

The student choosing the minor for the Bachelor of Science in Education degree must complete CSCI 380.

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 advisor from the Mathematics Department.

MINOR
MATHEMATICS

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.

Required Courses 18 hours

MATH 165, 166, 265 Analytical Geometry & Calculus I, II, III 4 hours each
MATH 321 Probability and Statistics 3 hours
MATH 330 Linear Algebra and Matrices 3 hours

Electives 6 hours

CSCI 127 Introduction to Programming in Java 3 hours
CSCI 160, 161 Introduction to Structured Programming I, II 3 hours
CSCI 350 Assembly Language Programming 3 hours
CSCI 365 Programming Language Topics 3 hours
MATH 266 Differential Equations 3 hours
MATH 300 Symbolic Logic 1 hour
MATH 311, 312 College Geometry I, II 2/3 hours
MATH 340 Algebraic Structures 4 hours
MATH 400 History of Mathematics and Philosophy 3 hours
MATH 410 Real Analysis 3 hours

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

MINOR
MATHEMATICS - 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.

Required General Education Courses

CIS 170 Introduction to Computer Information Systems 2 hours
MATH 277 Mathematics for Elementary Teachers I 3 hours

Required Courses 9 hours

MATH 103 College Algebra 3 hours
MATH 105 Plane Trigonometry 3 hours
MATH 321 Applied Probability and Statistics 3 hours

Electives 13 hours

CSCI 127 Introduction to Programming in Java 3 hours
CSCI 160, 161 Introduction to Structured Programming I, II 3 hours each
MATH 165, 166, 265 Analytic Geometry & Calculus I, II, III 4 hours each
MATH 300 Symbolic Logic 1 hour
MATH 311, 312 College Geometry I, II 2/3 hours
MATH 330 Linear Algebra and Matrices 3 hours
MATH 340 Algebraic Structures 4 hours
MATH 400 History of Mathematics and Philosophy 3 hours

The elective courses must be approved by an advisor from the Mathematics Department.
## MINOR MATHEMATICS - 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.

### Required General Education Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 127</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>OR CSCI 160</td>
<td>Introduction to Structured Programming I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Courses

Required Courses 22 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 165, 166, 265</td>
<td>Analytical Geometry and Calculus I, II, III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Symbolic Logic</td>
<td>1</td>
</tr>
<tr>
<td>MATH 311</td>
<td>College Geometry I</td>
<td>2</td>
</tr>
<tr>
<td>MATH 340</td>
<td>Algebraic Structures</td>
<td>4</td>
</tr>
<tr>
<td>MATH 490</td>
<td>Teaching Secondary School Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Electives 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 127</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 160, 161</td>
<td>Introduction to Structured Programming I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 266</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 312</td>
<td>College Geometry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Linear Algebra and Matrices</td>
<td>3</td>
</tr>
<tr>
<td>MATH 400</td>
<td>History of Mathematics and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>MATH 410</td>
<td>Real Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

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

## MINOR HEALTH EDUCATION

### Required General Education Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111 or higher</td>
<td>Concepts of Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

### Required Courses

Required Courses 20 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
<td>2</td>
</tr>
<tr>
<td>HPER 300</td>
<td>Drug Education and Information</td>
<td>2</td>
</tr>
<tr>
<td>HPER 315</td>
<td>Elements of Health</td>
<td>3</td>
</tr>
<tr>
<td>HPER 370</td>
<td>Human Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>HPER 400</td>
<td>Current Issues in Community Health</td>
<td>2</td>
</tr>
<tr>
<td>HPER 490A</td>
<td>Methods, Curriculum &amp; Assessment of Health &amp; Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>HPER 490B</td>
<td>Practical Application of Methodology in the Health &amp; Physical Education Classroom</td>
<td>2</td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Electives 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 220, 221</td>
<td>Human Anatomy &amp; Physiology I, II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>HPER 207</td>
<td>Prevention &amp; Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>HPER 348</td>
<td>Current Scientific Issues &amp; Trends in Sport</td>
<td>2</td>
</tr>
<tr>
<td>HPER 410</td>
<td>Administration of Health, Physical Education &amp; Athletics</td>
<td>2</td>
</tr>
<tr>
<td>HPER 440</td>
<td>Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### PHYSICAL EDUCATION

**(ELEMENTARY OR SECONDARY)**

<table>
<thead>
<tr>
<th>Required General Education Courses</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111 or higher Concepts of Biology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>21 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 208</td>
<td>Introduction to Physical Education</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid and CPR</td>
</tr>
<tr>
<td>HPER 325</td>
<td>Physical Education in the Elementary Grades</td>
</tr>
<tr>
<td>HPER 360</td>
<td>Instruction and Organization of Individual/Dual Activities</td>
</tr>
<tr>
<td>HPER 361</td>
<td>Instruction and Organization of Team Activities</td>
</tr>
<tr>
<td>HPER 440</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>HPER 490A</td>
<td>Methods, Curriculum, &amp; Assessment of Health &amp; Physical Education</td>
</tr>
<tr>
<td>HPER 490B</td>
<td>Practical Application of Methodology in the Health &amp; Physical Education Classroom</td>
</tr>
<tr>
<td>HPER 491</td>
<td>Senior Portfolio</td>
</tr>
</tbody>
</table>

### Swimming Requirement

The student seeking a Physical Education minor is required to pass a proficiency test in swimming. The test is given during the final exam week of each semester.

## MINOR

### ATHLETIC COACHING

<table>
<thead>
<tr>
<th>Required General Education Courses</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111 or higher Concepts of Biology</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 109</td>
<td>Weight training</td>
</tr>
<tr>
<td>HPER 207</td>
<td>Prevention and Care of Athletic Injuries</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid and CPR</td>
</tr>
<tr>
<td>HPER 350</td>
<td>Sport Ethics</td>
</tr>
<tr>
<td>HPER 498</td>
<td>Coaching Practicum</td>
</tr>
</tbody>
</table>

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

### Electives

The student must, with advisement, complete two of the following courses:

- HPER 301 | Philosophy & Application of Football Coaching | 2 hours |
- HPER 302 | Philosophy & Application of Basketball Coaching | 2 hours |
- HPER 303 | Philosophy & Application of Volleyball Coaching | 2 hours |
- HPER 304 | Philosophy & Application of Baseball/Softball Coaching | 2 hours |
- HPER 305 | Philosophy & Application of Track & Field Coaching | 2 hours |

### Electives

The student must, with advisement, complete three of the following courses:

- HPER 300 | Drug Education & Information | 2 hours |
- HPER 338 | Modern Sports Officiating | 2 hours |
- HPER 410 | Administration of Health, Physical Education & Athletics | 2 hours |
- HPER 425 | Sociological/Psychological Aspects of Sport and Physical Education | 2 hours |

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 and HPER 359 will be substituted for HPER 348 Scientific Principles of Exercise and Work for all HPER minors.*
CERTIFICATE OF COMPLETION
ATHLETIC COACHING

Required Courses 9 hours
HPER 109  Weight Training 1 hour
HPER 207  Prevention and Care of Athletic Injuries 2 hours
HPER 210  First Aid and CPR 2 hours
HPER 350  Sport Ethics 2 hours
HPER 498  Coaching Practicum 2 hours

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

Electives 4 hours
Two Courses from:
HPER 338  Modern Sports Officiating 2 hours
HPER 410  Administration of Health, Physical Education & Athletics 2 hours
HPER 425  Sociological/Psychological Aspects of Sport & Physical Education 2 hours

One Coaching Course from: 2 hours
HPER 301  Philosophy & Application of Football Coaching 2 hours
HPER 302  Philosophy & Application of Basketball Coaching 2 hours
HPER 303  Philosophy & Application of Volleyball Coaching 2 hours
HPER 304  Philosophy & Application of Baseball/Softball Coaching 2 hours
HPER 305  Philosophy & Application of Track & Field Coaching 2 hours
HPER 499  Directed Readings/Special Topics 2 hours

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.
Interactive Assessment

- Go through the lesson systematically asking questions to the students. You ask product type questions, students give their answers.
- Answer their questions with a positive response and clear explanation.
- In other words, rephrase their answers so they make sense and are explained fully.
**School of Education and Graduate Studies**

**McFarland Hall, Third Floor**

**Dean:**
Gary Thompson, Ed.D., Professor  
701.845.7197

**Assistant:**
Irene Groth  
800.532.8641 extension 37196  
701.845.7196  
irene.groth@vcsu.edu  
FAX: 701.845.7190  
www.vcsu.edu/segs

Emma Tufte  
800.532.8641 extension 37189  
701.845.7189  
emma.tufte@vcsu.edu

The function of the School of Education and Graduate Studies is to identify individuals who possess the disposition for the teaching profession and to provide students with a solid foundation in pedagogy. The major purpose of the school is to assist the student in developing varied skills needed to become a successful practitioner. Undergraduate coursework leads to the baccalaureate degree in Education.

**School of Education Learning Outcomes**

1. Plan, implement, evaluate, and reflect on lessons that demonstrate an understanding of experiences, materials, and technologies through which all children learn, grow and develop.

2. Demonstrate the ability to manage a classroom.

3. Demonstrate the ability to assess student learning.

In addition to developing the eight General Education Abilities at a higher level, Teacher Education students will become proficient in the Education Abilities outlined in the Professional Decision Making Model: Planning, Implementing, Evaluating, and Reflecting.

Elementary Education majors are required to demonstrate five of the eight abilities as well as the education abilities in their senior portfolios.

**Endorsements:**
- Kindergarten
- ELL Endorsement
- North Dakota Middle Level Endorsement

**Credentials:**
- Reading Credential
- Reading Credential
- Reading Credential
- Reading Credential
- Reading Credential
- Reading Credential
- Reading Credential
- Reading Credential
- Reading Credential

**Master of Education**

Teaching English Language Learners Concentration (M.Ed.)  
Teaching and Technology Concentration (M.Ed.)  
Technology Education Concentration (M.Ed.)  
Library and Information Technologies (M.Ed.)

For information on the Master of Education program, see Graduate Studies Section of this Catalog on page 144.

**Faculty:**
- Amy Anderson, M.S., Adjunct Instructor
- Joan Aus, Ed.D., Assistant Professor *
- David Bass, M.Ed., Assistant Professor
- Patricia Gegelman, Ed.D., Associate Professor *
- Kathryn Holleque, Ph.D., Professor *
- Dale Hoskisson, Ed.D., Associate Professor *
- Heather Kvilvang, Ph.D., Assistant Professor *
- Alan Olson, Ph.D., Assistant Professor *
- Jacqueline Owen, M.Ed., Instructor
- Gary Thompson, Ed.D., Professor *
- Cindy Zahn, Ph.D., Assistant Professor *

* Indicates Graduate Faculty

**Majors:**
Elementary Education (B.S. in Ed.)

**Minors:**
Teaching English Language Learners
Department of Technology

McCarthy Hall, First Floor

Department Chair:
James Boe, Instructor  **
701.845.7442

Assistant:
Karen Ostgarden
800.532.8641 extension 37444
701.845.7444
karen.ostgarden@vcsu.edu
http://teched.vcsu.edu

Courses leading to a major in Technology Education will assist students to develop the following Abilities:

- **Collaboration**
- **Communication**
- **Effective Citizenship**
- **Problem Solving**
- **Technology**

Technology Department Learning Outcomes

1. **Methodology** – Students will develop knowledge necessary for program development, implementation, evaluation and assessment of student learning.

2. **Content** – Students will acquire knowledge and skills necessary to demonstrate competence in technological literacy.

3. **Application** – Students will demonstrate competency in technology education content and apply this knowledge in real world experiences.

**Faculty:**

- James Boe, M.Ed., Instructor  **
- Don Fischer, B.S. Ed., STEM Coordinator
- Lana Fornes, M.Ed., STEM Curriculum Developer
- Peder Gjovik, M.S., Instructor  **
- Don Mugan, Ed.D., Professor *

* Indicates Graduate Faculty
** Indicates Associate Graduate Faculty

**Majors:**

- Technology Education (B.S. in Ed.)
- Technology Education K-12 (B.S. in Ed.)

**Minor:**

- Technology Education (B.S. in Ed.)
## MAJOR ELEMETARY EDUCATION (B.S. in Ed.)

<table>
<thead>
<tr>
<th>Required General Education Courses</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103 U.S. to 1877</td>
<td>3 hours</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HIST 104 U.S. to Present</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 111 Introduction to Psychology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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

### Professional Education Sequence Elementary  36-37 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 240 Educating Exceptional Students</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 250 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 283 Understanding Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300 Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 321 Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 330 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 352 Culturally Diverse Practicum</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EDUC 464 Practicum in the ELL Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 400 Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 450 Trends in Assessment and Educational Issues</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 490 Student Teaching (Elementary)</td>
<td>10</td>
</tr>
<tr>
<td>MATH 278 Mathematics for Elementary Teachers II</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 250 Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Courses  22 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 210 Creative Activities</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 315 Mathematics in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 320 Social Studies for the Elementary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 322 Methods of Language Arts Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 323 Methods of Reading in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 350 Elementary Practicum and Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 355 Science Methods for the Elementary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 111 Survey of Geography</td>
<td>2</td>
</tr>
<tr>
<td>MATH 277 Mathematics for Elementary Teachers I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives  6-8 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/EDUC 230 Craft Activities</td>
<td>2</td>
</tr>
<tr>
<td>MUS 290 Music Activities for Elementary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 305 Philosophy &amp; Curriculum of Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 313 Language &amp; Literacy in ECE</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 340 Learning Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 345 Emotionally Disturbed Child</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 375 Teaching Reading in the Content Areas</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 390 Methods of Teaching ELL</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 430 Diagnosis &amp; Correction of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 435 Kindergarten Education &amp; Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 470 Methods of Teaching in the of Middle School</td>
<td>3</td>
</tr>
<tr>
<td>HPER 210 First Aid &amp; CPR</td>
<td>2</td>
</tr>
<tr>
<td>TECH 306 Inventions &amp; Innovations - Technology Education for Children</td>
<td>2</td>
</tr>
<tr>
<td>THEA 229 Fundamentals of Creative Dramatics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Special Program Requirements:

In addition to the General Education and major requirements, each elementary education major is required to have a second major, minor, endorsement, certificate, or credential. Exceptions to this requirement must be approved by the Dean.

---

### ND MIDDLE LEVEL ENDORSEMENT CRITERIA

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>11 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 305 Philosophy and Curriculum of Middle Level Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 375 Teaching Reading in the Content Area</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 470 Methods of Teaching in the Middle School</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 250 Developmental Psychology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Students are required to complete a 20 hour practicum in an approved middle level setting.
## Major Technology Education (B.S. in Ed.)

The following major courses constitute the Technology Education degree.

The Technology Education major is available completely online, including the 1 credit laboratory courses. Several options exist for completing the laboratory activities. On-campus students may come to campus Monday - Friday, daytime hours, to use the lab to complete their activities. Student within driving distance may complete their laboratory activities during the scheduled Saturday labs at the University or elsewhere if facilities are available. Distance students may complete labs at home or at a growing number of remote lab facilities.

### Required Courses 30 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 206</td>
<td>Introduction to Technology Education</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 256</td>
<td>Resources for Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 256L</td>
<td>Resources for Technology</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 306</td>
<td>Inventions &amp; Innovations - Technology Education</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 306L</td>
<td>Inventions and Innovations – Technology Education</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 310</td>
<td>Design, Technology &amp; Engineering for Elementary</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 310L</td>
<td>Design, Technology &amp; Engineering for Elementary</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 330</td>
<td>Exploring Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 330L</td>
<td>Exploring Technology</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 331</td>
<td>Innovation &amp; Engineering Design</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 331L</td>
<td>Innovation &amp; Engineering Design</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 371</td>
<td>Technology Systems</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 371L</td>
<td>Technology Systems</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 411</td>
<td>Curriculum and Methods</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 416</td>
<td>Innovations in Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 416L</td>
<td>Innovations in Technology</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 431</td>
<td>Design for Engineering</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 431L</td>
<td>Design for Engineering</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 456</td>
<td>Intelligent Machines</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 456L</td>
<td>Intelligent Machines</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

### Electives 6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 231</td>
<td>Design Applications</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 241</td>
<td>Technological Applications</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 242</td>
<td>Building Math (STEM)</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 300</td>
<td>3D Modeling &amp; Design</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 300L</td>
<td>3D Modeling &amp; Design</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 391</td>
<td>Foundations of Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 391L</td>
<td>Foundations of Technology</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 394</td>
<td>Independent Study</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>TECH 450</td>
<td>Engineering the Future (STEM)</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 471</td>
<td>Technology &amp; Entrepreneurship</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 471L</td>
<td>Technology &amp; Entrepreneurship</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 478</td>
<td>Technology assessment</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 478L</td>
<td>Technology Assessment</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 495</td>
<td>Senior Problems</td>
<td>1-3 hours</td>
</tr>
</tbody>
</table>

Students may also take courses in Business, Computer Information Systems, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education with approval of the advisor.

All candidates for a major in Technology Education must complete a digital portfolio that meets the requirements of the VCSU Technology Education Department.

### Professional Education Sequence Secondary 31-32 hours

(required for B.S. in Education degree, see page 110 for details)

## Professional Education Sequence Secondary

### Required Courses 31-32 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 240</td>
<td>Educ Exceptional Students</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Introduction to Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 283</td>
<td>Understand Cult Div in Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Educational Technology -</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 352</td>
<td>Culturally Diverse Practicum</td>
<td>1 hour</td>
</tr>
<tr>
<td>or EDUC 464</td>
<td>Practicum in the ELL Classroom or</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Sec Practicum &amp; Cmtn Management</td>
<td>* 1 hour</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Tchg Rdg in Content Areas</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Educational Psychology</td>
<td>** 2 hours</td>
</tr>
<tr>
<td>EDUC 450</td>
<td>Trends in Assessment and Educational Issues</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>Student Tchg (Secondary)</td>
<td>** 10 hours</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

* Current classroom teachers may request to have this course waived by the Dean of the School of Education and Graduate Studies.

** Courses to be taken the same semester

Secondary majors who wish to meet the state standards for middle level endorsement must also take EDUC 305, EDUC 470, and complete a 20 hour practicum in a middle school setting.

## Minor Technology Education

### Required Courses 21 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 206</td>
<td>Introduction to Technology Education</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 256</td>
<td>Resources for Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 306</td>
<td>Inventions &amp; Innovations - Technology Education</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 331</td>
<td>Innovation &amp; Engineering Design</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 371</td>
<td>Technology Systems</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 411</td>
<td>Curriculum and Methods</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 416</td>
<td>Innovations in Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 456</td>
<td>Intelligent Machines</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 456L</td>
<td>Intelligent Machines</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

### Electives 3 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 231</td>
<td>Design Applications</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 241</td>
<td>Technological Applications</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 242</td>
<td>Building Math (STEM)</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 300</td>
<td>3D Modeling &amp; Design</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 300L</td>
<td>3D Modeling &amp; Design</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 391</td>
<td>Foundations of Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 391L</td>
<td>Foundations of Technology</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 394</td>
<td>Independent Study</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>TECH 450</td>
<td>Engineering the Future (STEM)</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 471</td>
<td>Technology &amp; Entrepreneurship</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 471L</td>
<td>Technology &amp; Entrepreneurship</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 478</td>
<td>Technology assessment</td>
<td>2 hours</td>
</tr>
<tr>
<td>TECH 478L</td>
<td>Technology Assessment</td>
<td>1 hour</td>
</tr>
<tr>
<td>TECH 495</td>
<td>Senior Problems</td>
<td>1-3 hours</td>
</tr>
</tbody>
</table>

Students may also take courses in Business, Computer Information Systems, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education with approval of the advisor.

All candidates for a major in Technology Education must complete a digital portfolio that meets the requirements of the VCSU Technology Education Department.
TECH 450 Engineering the Future (STEM) 3 hours
TECH 471 Technology & Entrepreneurship 2 hours
TECH 471L Technology & Entrepreneurship 1 hour
TECH 478 Technology Assessment 2 hours
TECH 478L Technology Assessment 1 hour
TECH 495 Senior Problems 1-3 hours

Courses in Business, CIS, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education may be included with approval of the advisor.

MINOR
TEACHING ENGLISH LANGUAGE LEARNERS

Required Courses 17 Hours
EDUC 283 Understanding Cultural Diversity in Education 3 hours
EDUC 361 Foundations of Bilingual/Multicultural Education 2 hours
EDUC 363 Assessing ELL Proficiency 2 hours
EDUC 390 Methods of Teaching ELL 2 hours
EDUC 464 Practicum in the ELL Classroom 2 hours
ENGL 309 Linguistics & Language Acquisition 3 hours
ENGL 409 Language & Culture 3 hours

Electives 5-6 hours
COMM 216 Intercultural Communication 3 hours
EDUC 313 Language and Literacy in Early Childhood Education 2 hours
ENGL 300 Grammatical Analysis 3 hours
ENGL 350 Young Adult Reading and Literature 3 hours
SPAN 360 Spanish Grammar for Teachers 3 hours

In addition, students must complete one semester or equivalent* of college level study in non-native language. (*one year of high school foreign language study or other as determined by Department Chair)

ENDORSEMENT
KINDERGARTEN

Required Courses 12-17 hours
EDUC 310 Introduction to Early Childhood Education 3 hours
EDUC 313 Language and Literacy in Early Childhood Education 2 hours
EDUC 337 Pre-K Observation and Assessment 3 hours
EDUC 435 Kindergarten Education and Curriculum K-1 Experience or 4 hours
EDUC 485 Student Teaching 5 hours

ELLP ENDORSEMENT

The ELL endorsement is predicated upon an education degree.

Required Courses 17 hours
EDUC 283 Cultural Diversity in Education 3 hours
EDUC 361 Foundations of Bilingual and Multicultural Education 2 hours
EDUC 363 Assessing ELL Proficiency 2 hours
EDUC 390 Methods of Teaching ELL 2 hours
EDUC 464 Practicum in the ELL Classroom 2 hours
ENGL 309 Linguistics & Language Acquisition 3 hours
ENGL 409 Language & Culture 3 hours

TITLE I READING CREDENTIAL
REQUIREMENTS
ELEMENTARY EDUCATION

1. Hold a valid North Dakota educator’s professional license.
2. Have a major, or endorsement, in elementary education.
3. Complete the following courses:
   EDUC 375 Teaching Reading in the Content Area
   EDUC 430 Diagnosis and Correction of Reading Difficulties
   EDUC 431 Practicum in Corrective Reading (Elementary)
4. Complete a minimum of eight semester hours in no fewer than three courses. The coursework must consist of no more than two classes from each of the following areas:
   Early Childhood
   EDUC 310 Introduction to Early Childhood Education
   EDUC 313 Language and Literacy in Early Childhood Education
   Research & Literature in Reading/Language Arts
   EDUC 321 Foundations of Reading Instruction
   EDUC 323 Methods of Reading in the Elementary School
   EDUC 330 Children’s Literature
   Exceptional Child
   EDUC 240 Educating Exceptional Students
   EDUC 340 Learning Disabilities

To obtain a reading credential, students make application to the North Dakota Department of Public Instruction after graduation and attainment of their initial North Dakota license for elementary teaching.
Undergraduate Course Descriptions

ACADEMIC SKILLS COURSES

ASC 150 LEARNING TO LIVE, LIVING TO LEARN 1 HOUR
A freshman experience that begins during opening weekend and extends through the fall semester. Topics include team building, campus services, adjusting to college, time management, academic advising, academic policies, learning styles, stress management, and paying for college. (Fall)

ASC 180 PRIOR LEARNING ASSESSMENT FOR CREDIT 1 HOURS
Designed for the adult learner to assemble their knowledge from work experiences, leisure, independent study, etc. into a portfolio for faculty evaluation of potential university academic credits. (Fall, Spring)

ASC 199/499 SPECIAL TOPICS 1-3 HOURS
An independent, special topics study of a specific area. (Fall, Spring)

ASC 250 LEARNING TO LIVE MENTOR 0-1 HOUR
An opportunity for upper level students to act as mentors in the Learning to Live, Living to Learn program. (Fall)

ASC 291/491 SEMINARS 3 HOURS
(Fall, Spring)

ACCOUNTING

ACCT 200 ELEMENTS OF ACCOUNTING I 3 HOURS
Basic principles of the complete accounting cycle. (Fall, Spring)

ACCT 201 ELEMENTS OF ACCOUNTING II 3 HOURS
Special emphasis on corporate accounting and the uses of accounting information by managers. Prerequisite: “C” or better in ACCT 200. (Fall, Spring)

ACCT 207 MANAGERIAL ACCOUNTING 3 HOURS
Designed for non-accounting majors. Coverage includes the application of accounting concepts and techniques to managerial activities of planning, control, and decision making. Prerequisites: ACCT 201 and BOTE 336. (Spring)

ACCT 305 COST ACCOUNTING 3 HOURS
An introduction to modern cost accounting with insight and breadth regarding both the accountant’s and the manager’s role in an organization. Prerequisites: ACCT 201 and BOTE 336. (Fall)

ACCT 315 BUSINESS IN THE LEGAL ENVIRONMENT 3 HOURS
The legal environment of business, governmental regulation, contracts and property. (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. Prerequisite: ACCT 201. (Fall, Spring)

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. Prerequisite: ACCT 321. (Spring)

ACCT 355 FEDERAL TAXATION 3 HOURS
Fundamentals of federal income tax with major emphasis upon tax law and regulations applicable to individuals. Prerequisite: ACCT 201. (Fall)

ACCT 460 FUND ACCOUNTING 3 HOURS
Financial accounting, control, and reporting for governmental and non-profit entities. Prerequisite: ACCT 321. (Spring)

ART

ART 110 INTRODUCTION TO THE VISUAL ARTS 3 HOURS
A study of the visual arts of western and non western cultures with an emphasis on understanding art and art-making through form, content, and cultural context. (Spring)

ART 112 DESIGN 3 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 155 INTRODUCTORY PHOTOGRAPHIC TECHNIQUES 2 HOURS
A fundamental course in the theory and practice of black and white photography. Includes camera operation, composition, lighting, and darkroom procedures. Film assignments include portraits, landscapes, architecture, and low light. Students also work with printing of calendars, vignettes, photograms, and texture screens. Cross referenced as COMM 155. (Fall, Spring)

ART 221 PRINTMAKING 3 HOURS
A basic course in printmaking processes, including intaglio, relief, and planographic techniques. This course may not be audited. (Fall, odd years, Spring even years)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 230 CRAFT ACTIVITIES</td>
<td>2 HOURS</td>
<td>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)</td>
</tr>
<tr>
<td>ART 231 DRAWING</td>
<td>3 HOURS</td>
<td>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)</td>
</tr>
<tr>
<td>ART 241 PAINTING</td>
<td>3 HOURS</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)</td>
</tr>
<tr>
<td>ART 255 DIGITAL AND ADOBE PHOTOSHOP</td>
<td>2 HOURS</td>
<td>Designed to provide the student with basic knowledge of digital cameras: features, file formats, resizing images, etc. Students will also work on manipulation of digital images with the use of Adobe Photoshop software. Examples of Photoshop projects include: frames, vignettes, adding text, images in text, retouching of portraits, use of filters, custom brushes, toning, hand coloring, backscreening, etc. Students will assemble a two-part portfolio: digital images of assigned shooting topics, and manipulated images. Cross-referenced with COMM 255. Prerequisite ART 155 or COMM 155. (Spring)</td>
</tr>
<tr>
<td>ART 261 SCULPTURE</td>
<td>3 HOURS</td>
<td>Introduction to basic sculpture materials and techniques which explores traditional and contemporary sculpture materials and processes. The emphasis is on both additive and subtractive methods. Students are instructed in the proper use and application of hand and power tools, material selection, and safety issues. Prerequisite: ART 112 or consent of instructor (Fall, odd years)</td>
</tr>
<tr>
<td>ART 281 CERAMICS</td>
<td>3 HOURS</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 ART HISTORY SURVEY I</td>
<td>3 HOURS</td>
<td>The study of art forms and cultures from prehistoric times to the Early Renaissance. It is recommended that a student complete Art 110 or HUM 202 prior to enrolling in ART 311. (Fall, even years)</td>
</tr>
<tr>
<td>ART 312 ART HISTORY SURVEY II</td>
<td>3 HOURS</td>
<td>The study of art forms and cultures from the Renaissance to the early 20th century. It is recommended that a student complete Art 110 or HUM 202 prior to enrolling in ART 312. (Spring, odd years)</td>
</tr>
<tr>
<td>ART 321 PRINTMAKING</td>
<td>3 HOURS</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, odd years, Spring even years)</td>
</tr>
<tr>
<td>ART 322 PRINTMAKING</td>
<td>3 HOURS</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, odd years; Spring even years)</td>
</tr>
<tr>
<td>ART 331 DRAWING</td>
<td>3 HOURS</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 DRAWING</td>
<td>3 HOURS</td>
<td>Advanced drawing based on the human figure. Prerequisite: ART 331. This course may not be audited. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 341 PAINTING</td>
<td>3 HOURS</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, even years; Spring odd years)</td>
</tr>
<tr>
<td>ART 342 PAINTING</td>
<td>3 HOURS</td>
<td>Advanced research into chosen painting media and professional development of personal image. Prerequisite: ART 341. This course may not be audited. (Fall, even years; Spring odd years)</td>
</tr>
<tr>
<td>ART 355 ADVANCED PHOTOGRAPHIC TECHNIQUES</td>
<td>2 HOURS</td>
<td>Provides an advanced knowledge of selected topics. Emphasis is given to the areas of composition, portraits, filters, a lighting study, and close-ups. Students work with print film, slide film, and digital format. Cross-referenced as COMM 355. Prerequisite: ART 155 or COMM 155. (Fall)</td>
</tr>
<tr>
<td>ART 381 CERAMICS</td>
<td>3 HOURS</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, even years; Spring)</td>
</tr>
<tr>
<td>ART 382 CERAMICS</td>
<td>3 HOURS</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, even years; Spring)</td>
</tr>
<tr>
<td>ART 390 ART FOR ELEMENTARY TEACHERS</td>
<td>3 HOURS</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 397 VCSU CSA INTERNSHIP</td>
<td>1 HOURS</td>
<td>Allows the student to teach under faculty supervision in the Community School of the Arts. May be repeated for credit. Prerequisite: Approval of the Director of the Community School of the Arts. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 398 PRACTICUM IN ELEMENTARY ART METHODS</td>
<td>2 HOURS</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 390. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 399 SPECIAL TOPICS - STUDIO</td>
<td>1-3 HOURS</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>
</tbody>
</table>
ART 411 ART HISTORY III: CONTEMPORARY 3 HOURS
Advanced study of art-making 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, odd years)

ART 412 ART HISTORY IV: TRIBAL ART 3 HOURS
Advanced study of tribal art making 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, even years)

ART 490 SECONDARY ART METHODS 3 HOURS
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, odd years)

ART 491 PROFESSIONAL PRACTICES 2 HOURS
Assist the student in the professional aspect of visual arts which includes resume development, writing the artist statement, documentation and presentation of work, gallery talk, and development of career portfolio. It will also assist the student in developing the digital portfolio used to assess the student’s completion of the VCSU Abilities and Skills requirement. (Fall)

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
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 three 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)

BIOLOGY

BIO 110 CONCEPTS OF BIOLOGY 4 HOURS
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)

BIO 121 INTRODUCTION TO FISHERIES & WILDLIFE SCIENCES 3 HOURS
An introduction to the basic principles that are integral to understanding fisheries and wildlife sciences. The course covers the history of management and legislation, general concepts of management, general field and lab methods, and wildlife and fisheries careers. (Fall)

BIO 122 FISHERIES & WILDLIFE TECHNIQUES 3 HOURS
A study of the field and laboratory techniques necessary for management and research of fish and wildlife populations, habitat evaluation, and sex and aging techniques. (Spring)

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

BIO 170 GENERAL ZOOLOGY 4 HOURS
A survey of the animal kingdom. Major invertebrate and vertebrate animal groups will be studied with emphasis on structure, function, life history and evolutionary advancements of each. (Spring)

BIO 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 demand, Summer)

BIO 210 HUMAN ANATOMY & PHYSIOLOGY I 4 HOURS
A study of the structures and functions of the human body. The lab work includes physiological exercises, cat dissection with comparison to human structures and computer simulations. Topics include cells and tissues and the skin, bone, muscle, circulatory and the respiratory system. Prerequisites: BIOL 111 or 150 or 151. (Fall)

BIO 211 HUMAN ANATOMY & PHYSIOLOGY II 4 HOURS
A study of the structures and functions of the human body. The lab work includes physiological exercises, cat dissection with comparison to human structures and computer simulations. Topics include nerve system and the brain, senses and special senses and the endocrine, immune, reproductive, urinary and digestive systems. This course is designed to fulfill the anatomy and physiology requirements for psychology majors Prerequisites: BIOL 111 or 150 or 151. (Spring)

BIO 267 ENVIRONMENTAL HISTORY 3 HOURS
A survey of the interrelationship between the natural environment and the people who inhabit the land. Emphasis will be given to the factors and events which have changed and challenged America’s attitude toward the land and its natural resources. The course will cover both grassroots movements and government policies that have resulted in the conservation and environmental movements in American history. Cross-referenced with HIST 267. (Spring, odd years)

BIO 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, bioethics, and environmental microbiology will be discussed. Prerequisites: one course in Biology and one course in Chemistry. (Spring)

BIO 311, 312 BOTANY 4 HOURS EACH
A two-semester 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 field and laboratory work. Prerequisites: BIOL 150 and BIOL 151. (BIOL 311-Fall, even years; BIOL 312-Spring, odd years)
PSYC 380.  (Fall)
preparation for family living.  Cross-referenced with HPER 380 and
value systems, contraception, and the importance of sexuality in
system, human sexual response, process and role of identity, sexual
380 includes a study of anatomy and physiology of the reproductive
oneself as well as in all interrelationships with other people.  BIOL
structure of state and federal agencies will be covered.  (Spring, odd
years)
BIOL 360 ENVIRONMENTAL LAW & REGULATIONS 3 HOURS
An introduction to environmental laws and policies including their
development and current status. State and Federal laws affecting fish
and wildlife; their application, administration and the organizational
structure of state and federal agencies will be covered.  (Spring, odd
years)
BIOL 367 ICHTHYOLOGY 4 HOURS
A study of the biology, classification, biogeography, ecology, evolution,
and behavior of fishes, with special emphasis on fishes found in the
northern Great Plains. Labs cover identification and life histories of
fishes and includes field trips. Prerequisites: BIOL 151 or permission
of instructor.  (Fall, odd years)
BIOL 380 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.  BIOL
380 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.  Cross-referenced with HPER 380 and
PSYC 380.  (Fall)

BIOL 330 NORTH DAKOTA FLORA 3 HOURS
A systematic study of North Dakota summer flora including field work
consistent 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 343 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 151 or permission of the instructor.  (Spring, odd
years)

BIOL 347 AQUATIC ENTOMOLOGY 4 HOURS
A study of the diversity of aquatic insects and invertebrates focusing
on their identification and importance in aquatic ecosystems. Course
includes frequent field trips for collection of specimens. Prerequisite:
BIOL 150 and BIOL 151.  (Fall, odd years)

BIOL 355 MAMMALOGY 4 HOURS
A study of the biology, classification, biogeography, ecology, and behavior
of North American mammals.  Labs cover mammal identification and
life histories, trapping, and include multiple field trips. Prerequisites:
BIOL 151 or permission of instructor.  (Fall, even years)

BIOL 360 ENVIRONMENTAL LAW & REGULATIONS 3 HOURS
An introduction to environmental laws and policies including their
development and current status. State and Federal laws affecting fish
and wildlife; their application, administration and the organizational
structure of state and federal agencies will be covered.  (Spring, odd
years)

BIOL 395 LABORATORY PREPARATION & MANAGEMENT 1 HOUR
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)

BIOL 401 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: BIOL 150 and BIOL 151.  (Fall, even years)

BIOL 411 PRINCIPLES OF WILDLIFE MANAGEMENT 4 HOURS
Advanced principles and applications of the management of terrestrial
vertebrates and their population dynamics. Strategies for wildlife
conservation, utilization, and enhancement are covered. Labs cover
the collection and analysis of data, scientific writing, and consist of
multiple field trips. Prerequisites: BIOL 121 and 122, or permission
of instructor.  (Spring, odd years)

BIOL 412 PRINCIPLES OF FISHERIES MANAGEMENT 4 HOURS
Advanced principles of managing fisheries resources with an emphasis
on freshwater fishes and ecosystems. Includes field and laboratory
techniques used in fisheries management and research. Prerequisites:
BIOL 121, 122, and 367 or permission of instructor.  (Spring, even years)

BIOL 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:
BIOL 150 or 151, meets the first 12 weeks of the semester.  (Fall, with
sufficient student demand)

BIOL 430 HUMAN DIMENSIONS IN FISHERIES & WILDLIFE 3 HOURS
Techniques and issues in public relations and communication
for natural resource managers.  Ethics of resource use, agency
administration, enforcement topics, media preparation and
photographic documentation techniques will also be covered.
Prerequisites: BIOL 121 and 122.  (Spring, even years)

BIOL 441 CELL BIOLOGY 4 HOURS
A study of processes common to life at the cellular level including:
biochemical and structural organization, membrane function, motility,
signal transduction, growth, division and genetic regulation of the
cellular function. Laboratory work will utilize techniques to study life at
the cellular level including chemical composition and characterization,
enzyme kinetics, metabolism and microscopy. Prerequisites: 1 class of
biology and 1 class of chemistry.  (Fall even years: alternates with
BIOL 315)

BIOL 455 INTRODUCTION TO GIS 4 HOURS
An application of the principles of geographic information systems and
integ rally related mapping to solve problems related to natural resource
management and other environmental issues. Comprehensive lab
assignments included to give students hands-on experience solving
problems with current state-of-the-art software and GPS units, including
data creation, data integration, mapping, and spatial analysis.

BIOL 470 LIMNOLOGY 3 HOURS
Biological, physical and chemical features of freshwater ecosystems.
Includes field sampling, lab work & GIS mapping. Prerequisites: BIOL
150 and 151, CHEM 121 and 122.  (Fall, even years)
BIOl 490 SECONDARY SCI. METHODS & TECHNIQUES  3 HOURS
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 Teacher Education. (Fall)

BIOI 491 SENIOR PORTFOLIO  1 HOUR
Will assist the student in 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)

BIOl 494 CAPSTONE RESEARCH  16 HOUR
Designed to give students the opportunity to perform research within VCSU. Students will spend the semester performing research full time at VCSU. Students have to design and perform research and write a report at the end of the semester and give a presentation for fellow students. Students are encouraged to present at Scientific Meetings for a professional audience. Students are required to get familiar with the literature within their subject. Prerequisite: instructor’s permission (On Demand).

BIOl 497 INTERNSHIP  3-12 HOURS
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 three 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, and approval of the project by science department faculty. $/U grading only. (Fall, Spring, Summer)

BIOI 294, 394, 494 INDEPENDENT STUDY/ UNDERGRADUATE RESEARCH  1-4 HOURS
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)

BIOI 299, 399, OR 499 SPECIAL TOPICS  1-4 HOURS
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)

BUSINESS AND OFFICE TECHNOLOGY EDUCATION

BOTE 102 KEYBOARDING I  3 HOURS
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. (Spring)

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. (Fall)

BOTE 314 BUSINESS REPORTS & COMMUNICATION  3 HOURS
Focus 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: ENGL 125. (Fall, Spring)

BOTE 336 BUSINESS DATA SOLUTIONS  3 HOURS
Designed to provide intermediate/advanced students with the theory and ability to apply advanced concepts of spreadsheets and database tools in a business environment. (Fall, Spring)

BOTE 337 AUTHORING DIGITAL PUBLICATIONS  3 HOURS
Designed to provide intermediate/advanced students with the theory and ability to apply advanced concepts of word processing and desktop publishing to create effective professional business publications. (Fall, Spring)

BUSINESS

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
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)

BUSI 497 INTERNSHIP  3-12 HOURS
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 three to twelve credits per semester, with a maximum of 12 credits to be applied to degree requirements. 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. $/U grading only. (Fall, Spring, Summer)

CAREER AND TECHNICAL EDUCATION

BVED 204 BUSINESS SOFTWARE APPLICATIONS  1-3 HOURS
A variable credit course that will focus on a specific software application. (With sufficient student demand)
Discussed. CBE learning unit of instruction will be developed. (Summer)

A study of principles and techniques used in coordinating cooperative work experiences for students in Career 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. (Fall, Summer, alternate years)

A study of the history, growth, theory, and present status of Career and Technical Education in secondary and post-secondary schools. The course focuses on principles, practices, and major issues of Career and Technical Education and its relationship to individual Career and Technical service areas. This course will also cover relationships between general education and Career and Technical Education. (Fall, Summer)

A study of principles and techniques used in coordinating cooperative work experiences for students in Career 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. (Fall, Summer, alternate years)

Introduction to planning, implementing, and leading Career and Technical Student Organizations. This course is designed for advisors at the secondary and post-secondary level wishing to begin, expand, or promote Career and Technical Student Organizations. (Spring, Summer, alternate years)

A course that concentrates on methods used for teaching Career and Technical Education courses. Topics are designed to develop and enhance the instructional competencies for teachers in Career and Technical Education programs. (Spring, Summer)

A study of 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)

A study of 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 115 or CHEM 121. (Spring)

A study of 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 115 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)

A study of protein structure, function conformation, and dynamics; enzymes, DNA-RNA; structure and flow of genetic information; biological membranes; metabolism. Includes laboratory. Prerequisite: CHEM 341. (Spring)

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, odd years; Spring, even years)

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, even years; Spring, odd years)
CHEM 395 Laboratory Preparation & Management 1 Hour
Practicum-like course. The student will directly assist the instructor in the 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)

HEM 411, 412 Physical Chemistry 3 Hours Each
A study of 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 gases, statistical thermodynamics, and quantum mechanics. Prerequisite: CHEM 122 and one year each of calculus and physics. (Fall, even years; Spring, odd years)

CHEM 421, 422 Physical Chemistry Lab 1 Hour Each
A study of 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, even years; Spring, odd years)

CHEM 490 Secondary Science Methods & 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
Assists 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 X94 Independent Study/Undergraduate Research 1-4 Hours
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
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 three 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)

CHEM 397, 497 Internship 3-12 Hours
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 three 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)

CHEM 399 Graduate Research 0-12 Hours
A course for graduate students pursuing a degree in Chemistry. This course provides an opportunity for students to conduct independent research under the supervision of a faculty member. Prerequisites: Graduate standing and approval of the project by the Chemistry Department. (By arrangement)

CHEM 499 Senior Thesis 1 Hour
A capstone course for all science majors. Students will work individually or in small groups under the supervision of a faculty member on a project that demonstrates the application of science principles. Prerequisites: Junior status; completion of all prerequisite courses. (Fall, Spring)

COMPUTER INFORMATION SYSTEMS

CIS 170 Introduction to Computer Information Systems 2 Hours
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)

CIS 276 Business Languages 3 Hours
An introduction to computer programming in a business environment. Topics include: fundamentals of program design, development, testing, implementation and documentation of common business-oriented applications. The class will utilize a current version of Microsoft Visual Basic or equivalent software. (Fall)

CIS 321 Fundamentals of Networking 3 Hours
Provides instruction in designing, building, and maintaining LANs and WANs with an emphasis on current industry standards. (Fall)

CIS 330 Information Systems Management 3 Hours
Introduction to managing information systems including user support issues and careers in a business environment. (Fall)

CIS 360 Hardware & Operating Systems 3 Hours
Provides an in-depth understanding and practical application of hardware concepts and of different operating systems used in business and industry. Prerequisite: CIS 170. (Spring, odd years)

CIS 370 Enterprise Systems 3 Hours
Explores how enterprise systems help companies integrate business functions and improve business processes. Prerequisites: CIS 330 or MGMT 330. (Fall and Spring)

CIS 380 Systems Analysis and Design 3 Hours
Provides a practical approach to systems analysis and design using a blend of traditional development methods with current technologies. (Fall)

CIS 381 Project Management 3 Hours
Explains project management techniques used to effectively manage information technology projects with appropriate software. Cross Reference with MGMT 381. (Spring)

CIS 385 Database Theory/Design 3 Hours
An introduction to relational database concepts, theory, design, and management. (Fall)

CIS 386 Business Intelligence 3 Hours
Using business analysis on data warehousing and database systems. (Spring)

CIS 410 Advanced Business Languages 3 Hours
Provides intermediate and advanced topics in business languages utilizing Visual Basic or equivalent software. Prerequisite: CIS 276. (Spring, even years)

CIS 420 Internet Languages 3 Hours
Provides instruction in intermediate and advanced language and the theory to integrate databases for web-based application such as E-commerce. (Spring, even years)

CIS 440 Advanced Digital Web Design 3 Hours
Provides instruction in digital design theory and intermediate to advanced web languages for creating complex and effective web sites. Prerequisite: MRKT 319. (Spring, odd years)
COMM 110 FUNDAMENTALS OF PUBLIC SPEAKING 3 HOURS
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, Summer)

COMM 112 UNDERSTANDING MEDIA AND SOCIAL CHANGE 3 HOURS
Exploration of the purpose, function, and impact of media on society. (Spring)

COMM 114 HUMAN COMMUNICATION 3 HOURS
Overview of communication theory with emphasis on information transmission and social influence functions of communication behavior in personal and mediated contexts. (Fall)

COMM 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. Cross-referenced as ART 155. (Fall)

COMM 200 INTRODUCTION TO MEDIA WRITING 3 HOURS
Principles of writing articles and stories for newspapers, radio, and television, including news gathering, interviewing, basic story structures and types, style and ethics. Prerequisite: ENGL 120 or ENGL 125 or consent of instructor. (Fall, even years)

COMM 211 ORAL INTERPRETATION 3 HOURS
A study of the development of effective vocal techniques through the analysis and performative reading of all types of literature. (Spring, even years)

COMM 212 INTERPERSONAL COMMUNICATION 3 HOURS
An examination of styles, patterns, and problems in human communication in both verbal and nonverbal channels. (Spring, Summer, even years)

COMM 216 INTERCULTURAL COMMUNICATION 3 HOURS
An exploration of definitions of verbal, nonverbal, and interpersonal concepts and of cross-cultural and intercultural communication. Special emphasis on intercultural business etiquette and norms, gender issues, and ESL/bilingual considerations. (Fall, Summer, odd years)

COMM 230 COMMUNICATION RESEARCH METHODS 3 HOURS
An exploration of communication research processes. Fundamentals and specific application of the most common data gathering and measurement techniques will be addressed. (Spring, even years)

COMM 255 DIGITAL AND ADOBE PHOTOSHOP 2 HOURS
A portfolio course designed to provide the student with experience in creative darkroom techniques. Students are presented with over 25 techniques including hand-coloring, montages, toning, multiple exposures, photo retouching, printing with Kodalith masks, etc. Students choose techniques of interest to them and assemble their pictures in a portfolio for grading. Prerequisite: ART 155 or COMM 155. Cross-referenced as ART 255. (Fall, Summer)

COMM 304 CORPORATE COMMUNICATION 3 HOURS
A course designed to acquire mastery in the facilitation skills required of trainers. Topics include: presentation technology, visuals, questioning techniques, participant-centered presentations, and facilitator presence. (Spring, odd years)

COMM 311 COMMUNICATION & INTERVIEWING 3 HOURS
Examines the theory and praxis of the interview and the interviewer. The class takes a skill-based focus on conducting and participating in a variety of interview types, including the employment interview, the informational interview, and the strategies inherent in the interview process. Class discussions may combine several areas of communication theory such as interpersonal, organizational, mass media, and nonverbal, expanding on how interviewing is demonstrated in an interdisciplinary effort. (Fall)

COMM 312 GENDER COMMUNICATION 3 HOURS
An exploration of the philosophical and theoretical issues surrounding gender construction, communication, and culture. Focus is on ways communication in families, schools, media, business, and other institutions create and sustain gender roles. Prerequisite Recommended: COMM 212 (Summer, odd years)

CIS 460 NETWORK SYSTEMS INTEGRATION 3 HOURS
Provides theory and hands-on experience with installing, administering, integrating, and troubleshooting multiple networked systems. (Spring)

CIS 462 INFORMATION SYSTEMS SECURITY 3 HOURS
Covers essential concepts in all facets of information security ranging from basic network technology to broad application of network security used in E-Commerce, Internet Security, and Enterprise systems. Prerequisite: CIS 330. (With sufficient demand)

CIS 470 CUSTOMER RELATIONSHIP MANAGEMENT (CRM) 4 HOURS
Explores what Customer Relationship Management (CRM) is and how CRM software is used by organizations to support their strategic goals. (Fall)

CIS 480 CAPSTONE PROJECT 3 HOURS
Provides cumulative experience to manage and develop a project based upon previous courses in the CIS Major. Prerequisite: Senior Standing, CIS 380, and CIS 381. (Spring)

CIS 491 SENIOR PORTFOLIO 1 HOUR
Assists 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)

CIS 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 three to twelve credits per semester, with a maximum of 12 credits to be applied to degree requirements. 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 199-499 SPECIAL TOPICS 1-3 HOURS
Seminars, workshops, special problems, or individual study in computer information systems. Prerequisite: Approval of instructor and the Division Chair. (Fall, Spring, Summer)

COMMUNICATION

CIS 380, and CIS 381. (With sufficient demand)
COMM 314 PUBLIC RELATIONS 3 HOURS
An introduction to the functions, scope, and ethics of public relations. Particular emphasis will be given to the ways of gaining public support for an activity, cause, movement, or institution, and public relations copy writing. Prerequisite: English 120 or English 125; Recommended: COMM 200. (Spring)

COMM 315 DIGITAL COMMUNICATION 3 HOURS
Provides an introduction to the development and presentation of informative and persuasive messages in an electronic environment. An emphasis will be placed on the effective use of language and visual graphics to maintain a digital audience. Prerequisite: ENGL 125; Recommended: COMM 200 and CIS 170. (Fall, odd years)

COMM 340 RESEARCH METHODS 3 HOURS
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques will be addressed. Cross referenced with SOC 340, PSYC 340, and PSCI 340. Prerequisite: ENGL 110, ENGL 120 or 125 (Fall, F2F; Spring, Online)

COMM 344 REPORTING & FEATURE WRITING 3 HOURS
News gathering, judgment and writing. Prerequisite: COMM 200 or instructor permission. (Spring, odd years)

COMM 350 ISSUES IN COMMUNICATION 3 HOURS
An advanced course of selected issues, theories, and philosophies in the field of communication. (Spring, with sufficient demand)

COMM 355 ADVANCED PHOTOGRAPHIC TECHNIQUES 2 HOURS
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: ART 155 or COMM 155. Cross referenced as ART 355. (With sufficient student demand.)

COMM 360 GROUP DYNAMICS 3 HOURS
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 PSYC 360 and SOC 360. Prerequisite: PSYC 111 or permission of instructor. (Fall)

COMM 411 COMMUNICATION THEORY 3 HOURS
A survey of communication theory and research topics as they pertain to everyday social interactions. Students will explore the relationship between theory guiding, research, and knowledge. (Spring, even years)

COMM 420 ONLINE COMMUNICATION AND DOCUMENTATION 3 HOURS
Examines the types and rhetorical demands of online communication, focusing especially on writing help documents, FAQ, software documentation, and copyright issues. Includes copy-editing concerns (clarity, conciseness, accuracy, grammatical correctness) as they relate to these types of writing. (Fall)

COMM 440 UNDERSTANDING STATISTICS 3 HOURS
Designed to acquaint students with descriptive, inferential, and correlated statistics, when these tests are used, and how to read and discuss the results. Cross referenced with PSCI, PSYC, and SOC. Prerequisites: MATH 103 or 104; COMM/PSCI/PSYC/SOC 340 (Spring)

COMM 465 MEDIA LAW AND ETHICS 3 HOURS
Examines legal and ethical issues in the media, with an emphasis on print and digital media and public relations. Topics may include freedom of the press, copyright, plagiarism, libel, privacy, obscenity, free press, fair trial, copyright, federal regulations, and ethic codes. (Spring, even years)

COMM 483 ORGANIZATIONAL COMMUNICATION 3 HOURS
The study of human communication, including interaction, presentation, and management within organizations. (Spring, even years)

COMM 491 SENIOR PORTFOLIO 1 HOUR
Assists the student developing the digital portfolio used to assess the student’s completion of the VCSU’s requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)

COMM 294, 394, 494 DIRECTED READINGS 1-3 HOURS
An independent study of a specific area of communication. (By arrangement and permission of the Department Chair.)

COMM 497 INTERNSHIP 3-12 HOURS
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 three 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)

COMPUTER SCIENCE

CSCI 120 INTRODUCTION TO PROGRAMMING 3 HOURS
An introduction to computer programming using any programming language. Prerequisite: MATH 102 or the equivalent. (Spring, even years)

CSCI 124 C++ I 4 HOURS
An introduction to programming in C++. Course only offered online. (Fall, Spring)

CSCI 127 INTRODUCTION TO PROGRAMMING IN JAVA 3 HOURS
An introduction to computer programming using the Java language. Prerequisite: MATH 102 or the equivalent. (Spring)

CSCI 160 INTRODUCTION TO STRUCTURED PROGRAMMING I 3 HOURS
An introduction to structured programming using C++. Topics include: input, output, looping and decision structures, subprograms, and interface to a GUI operating system. Prerequisite: MATH 102 or the equivalent. (Fall, odd years)

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 174 C++ II 4 HOURS
An intermediate course in programming in C++. Course only offered online. (Fall, Spring)
ECON 201 PRINCIPLES OF MICROECONOMICS 3 HOURS
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
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
Introduction to descriptive and inferential statistics. Topics include: probability, data collection methods, inferences about one or more populations, tests of significance, tests of hypotheses, and regression analysis. Prerequisite: BOTE 336 and MATH 103. (Fall, Spring)

ECON 314 HISTORY OF ECONOMIC THOUGHT 3 HOURS
A study of the development of economic thought from pre-Mercantilism through post-Keynesian. Cross-referenced with HIST 314. Prerequisites: ECON 201 and ECON 202. (Fall, odd years)

ECON 350 MONEY & 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 enables 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, even years)

EDUCATION

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, Summer)

EDUC 230 CRAFT ACTIVITIES 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, Summer)

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, Summer)

EDUC 249 INTRODUCTION TO VCSU PROGRAM 1 HOUR
Introduction to the Teacher Education Program at VCSU. This course introduces students to the Teacher Education Program at VCSU and requirements for admittance, and to the Teacher Education Handbook, Praxis I and II requirements, and the senior portfolio. (Fall, Spring)

EDUC 250 INTRODUCTION TO EDUCATION 3 HOURS
The study of the teaching profession, including historical, philosophical, and social foundations of education. This course provides an overview of the teaching profession and serves as an introduction to the professional education sequence. Students will gain knowledge of the VCSU teacher education model and will have opportunities to apply knowledge and skills through peer teaching activities and a required 40 hour field experience in an elementary or secondary classroom. Emphasis is placed upon the knowledge and skills needed to prepare pre-service teachers to become knowledge-based decision makers who can provide learning experiences for K-12 students through effective use of planning, implementing, evaluating, and reflecting. (Fall, Spring)

EDUC 283 UNDERSTANDING CULTURAL DIVERSITY IN EDUCATION 3 HOURS
A multicultural study of the cultural, ethnic, linguistic, and developmental differences of students in the classroom. Traditional and modern Native American cultures and values with an emphasis on North Dakota Native Americans. Strategies for teaching and assessing diverse cultural populations. (Fall, Spring)
EDUC 300 EDUCATIONAL TECHNOLOGY 2 HOURS
Study of the use of information and communication technologies for educational purposes. Students will design and develop digital-age learning experiences that incorporate contemporary tools and resources to maximize content learning and to develop the knowledge, skills, and attitudes of a professional educator. (Fall and Spring)

EDUC 305 PHILOSOPHY AND CURRICULUM OF MIDDLE LEVEL EDUCATION 3 HOURS
Focuse 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. (Summer)

EDUC 310 INTRO TO EARLY CHILDHOOD EDUCATION 3 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 313 LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION 2 HOURS
A study of language and literacy growth and development during the early childhood years. Emphasis is given to sub cultural language patterns, problems, and theories concerning the origins of language and literacy and the relationship of language and literacy to thought and culture. (Spring)

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, Summer)

EDUC 320 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 3 HOURS
A study of the content, methods, and materials for teaching elementary school social studies. The multicultural education and geography themes are stressed. Global education, law-related education, critical thinking, and computer usage are supporting themes given major emphasis. (Spring)

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, Spring)

EDUC 322 METHODS OF LANGUAGE ARTS INSTRUCTION 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. (Spring, Summer)

EDUC 323 METHODS OF READING IN THE ELEM SCHOOL 2 HOURS
Concentrates on the teaching of reading but is based upon the philosophy that the language arts need to be taught in an integrated manner. Topics of emphasis: phonics, phonemic awareness and literature-based approaches, guided reading, reading recovery, teaching reading in the content areas, promoting reading as a lifelong activity, organizing and managing classroom reading programs, using technology in literacy, diagnosis and correction of reading difficulties, and meeting the needs of culturally diverse and special needs students. Prerequisites: EDUC 321 and Admission to Teacher Education. (Fall, 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 337 PRE KINDERGARTEN OBSERVATION AND ASSESSMENT 3 HOURS
A field experience in a pre kindergarten setting. The preservice student will be involved in all aspects of teaching in the pre kindergarten classroom including the administration of informal assessments on a prek student using multiple measures. Students will be responsible for learning about the basic principles of administration, organization, leadership and operation of early childhood programs. Prerequisites: EDUC 310. (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. Prerequisite: EDUC 240. (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. Prerequisite: EDUC 240. (Fall)

EDUC 350 ELEM PRACTICUM AND CLASSROOM MANAGEMENT 2 HOURS
Provides preservice teachers with experience in an elementary classroom and prepares him/her for student teaching. The student will work closely with an elementary teacher to develop a greater understanding of effective teaching and classroom management. (Fall, Spring)

EDUC 351 SECONDARY PRACTICUM AND CLASSROOM MANAGEMENT 1 HOUR
Provides preservice teachers with experience in a secondary classroom and prepares him/her for student teaching. The student will work closely with a secondary classroom teacher to develop a greater understanding of teaching and classroom management. Prerequisite: Secondary methods and admitted into teacher education. Students are encouraged to take the practicum the same semester as their secondary methods course. (Fall, Spring)

EDUC 352 CULTURALLY DIVERSE PRACTICUM 1 HOUR
Provides 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. (Fall, Spring)
EDUC 353 MIDDLE LEVEL EDUCATION PRACTICUM 1 HOUR
A field experience in a middle school setting, documented with a letter from the school principal. (Fall, Spring)

EDUC 355 SCIENCE METHODS FOR ELEM TEACHERS 3 HOURS
Designed to prepare prospective elementary teachers for effective teaching of science in elementary schools. Methods and materials will be introduced and opportunities for practice and evaluation will be available. Topics will include critical thinking and questioning techniques, and designing effective lesson plans. (Fall, Summer)

EDUC 361 FOUNDATIONS OF BILINGUAL/MULTICULTURAL EDUCATION 2 HOURS
Focus on models of bilingual education, research of the effectiveness, or lack thereof, of bilingual education, history of bilingual education, and significant laws and court decisions affecting language minority students. (Summer)

EDUC 363 ASSESSING ELL PROFICIENCY 2 HOURS
An examination of the assessment and testing of culturally diverse students, which involves a study of culturally appropriate assessment tools and methods of identifying and assessing limited English. (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, Summer)

EDUC 385 CREATING MATERIALS FOR PREK AND KINDERGARTEN 3 HOURS
Designed for Early Childhood Education Minors to study and create developmentally appropriate materials for preschool and kindergarten aged children. Research in developmentally appropriate practices based on NAEYC standards, NDS State preschool guidelines, and Kindergarten standards precedes the creating of materials. (Fall, Spring, Summer)

EDUC 390 METHODS OF TEACHING ELL 2 HOURS
A study of the methods, materials and trends in teaching English as a Second Language. (Spring)

EDUC 400 EDUCATIONAL PSYCHOLOGY 2 HOURS
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. Prerequisite: Admission to Teacher Education. (Fall, Spring, Summer)

EDUC 430 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES 3 HOURS
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
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. May be taken concurrently with EDUC 430. (Fall, Spring, Summer)

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. May be taken concurrently with EDUC 430. (Fall, Spring, Summer)

EDUC 435 KINDERGARTEN EDUCATION & 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, Summer)

EDUC 450 TRENDS IN ASSESSMENT AND EDUC. ISSUES 2 HOURS
A study of current issues and trends with an emphasis on assessment. The course focuses on reflection, differentiation, formative and summative evaluation processes, comprehensive assessment strategies to measure student learning, holistic plans to determine student grades, state and national assessments, and use of assessment data to determine curricular decisions. Prerequisite: Admission to Teacher Education (Fall, Spring, Summer)

EDUC 461 SECOND LANGUAGE ACQUISITION 2 HOURS
This course focuses on recent second language acquisition (SLA) research findings from the areas of linguistics, psychology, education, and communication and how to relate these findings to language learning and teaching.

EDUC 464 PRACTICUM IN THE ELL CLASSROOM 2 HOURS
Designed to provide a practicum/classroom experience in a linguistically diverse setting. Students will observe, teach, and work closely with a teacher as well as students from diverse primary language backgrounds. Prerequisite: EDUC 390 (Fall, Spring)

EDUC 470 METH. OF TEACHING IN THE MIDDLE SCHOOL 3 HOURS
Focuse 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. (Summer)

EDUC 475 STUDENT TEACHING (SECONDARY) 5 HOURS
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 twelve weeks of the senior year student teaching. K-12 majors will gain experience at the elementary and secondary levels. 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
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) 10 HOURS
The student in elementary education spends twelve 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
Assists 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)
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 309 LINGUISTICS AND LANGUAGE ACQUISITION 3 HOURS
This study of linguistics focuses on the nature of language, organization principles of language, the history of English language and the principles of language change, and the psycholinguistic theories of first and second language acquisition. (Fall, odd years; Summer)

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 I & II 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. Includes the exploration of contemporary genres and writing techniques. Prerequisite: English 120 or 125. (Fall, odd years)

ENGL 340 STUDIES IN AMERICAN LITERATURE 3 HOURS
An advanced course of selected genres, authors, themes, or eras in American Literature. (repeatable) (Spring, odd years)

ENGL 350 YOUNG ADULT READING AND LITERATURE 3 HOURS
An examination of reading theories and issues as they relate to literature for young adults. Works of literature for young adults will be studied with regard to reading issues, human development, censorship, literary value, and life-long reading/learning. The course will include identifying reading materials for mainstream and reluctant readers with a focus on diversity such as ethnic, socio-economic, and gender. (Spring)

ENGL 360 LITERATURE IN TRANSLATION 3 HOURS
A study of representative works from Europe, Asia, Latin America or other global sources with emphasis on literary representation of Post Colonial experience. (With sufficient student demand)

ENGL 393 WRITING CENTER TUTORING 1 HOUR
Students in this course receive training in assisting individuals and small groups with writing problems, to include error identification, revision strategies, introduction to tutoring materials available, and VCSU’s writing center methodologies, in addition to working in the Writing Center. Any student who wishes to work in the Writing Center must take this course before becoming a writing center tutor. Does not count toward the major or minor in English. (Fall, Spring)

ENGL 409 LANGUAGE AND CULTURE 3 HOURS
This course examines the basic sociocultural variables in the acquisition process of first and second languages. Learning theories in language use, language learning, types of bilingual and multilingual education situations, and social determinants of dialect and style will also be discussed. Pre-Req. ENGL 309 (Summer)
ENGL 410 TECHNICAL & SCIENTIFIC WRITING 3 HOURS
An advanced writing course which focuses on formal writing projects required in technical and scientific fields, to include technical and scientific research reports and proposals, RFPs, and grant writing. Prerequisite: ENGL 125. (Spring, even years)

ENGL 430 STUDIES IN POETRY 3 HOURS
An intensive study of poetic principles as exhibited in the poetry of selected authors, themes, or types. (With sufficient student demand)

ENGL 440 COMPARATIVE LITERATURE 3 HOURS
An advanced course of selected genres, authors, themes, or eras in World Literature (repeatable). (Fall, odd years)

ENGL 450 STUDIES IN BRITISH LITERATURE 3 HOURS
An advanced course of selected genres, authors, themes, or eras in British literature. (Repeatable) (With sufficient student demand)

ENGL 480 SHAKESPEARE 3 HOURS
A study of Shakespeare’s life, times, and writings, emphasizing major plays. (Fall, even years)

ENGL 490 METHODS OF TEACHING COMMUNICATION ARTS 3 HOURS
A study of the curriculum, methods, materials, trends and philosophy in the teaching of speech, drama, language, and literature (with related experiences). ENGL 490 must be successfully completed prior to student teaching. (Fall, 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 three 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. $/U grading only. (Fall, Spring, Summer)

FIN 375 BUSINESS FINANCE I 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 and ECON 261. (Fall, Spring)

FIN 376 BUSINESS FINANCE II 3 HOURS
A continuation of FIN 375. Business Finance II builds upon introductory material in Business Finance I. The course provides insight into the following advanced topics in financial management: working-capital management, accounts receivable and inventory management, risk management and international business finance. Emphasis will be placed on the link between financial management and business development in a competitive environment. Prerequisite: “C” or better in FIN 375. (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. (Spring)

GEORGE

GEOG 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 GEOL 100. (Fall, Spring)

GEOG 106 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. Cross-reference with GEOG 106. Prerequisite: GEOL/GEOG 100 (Spring, even numbered years)

GEOG 111 SURVEY OF GEOGRAPHY 2 HOURS
A survey of human, regional, political, physical, religious, and social geography of the world. This course will look at the ever changing relationship between human activity and its impact on the geographical landscape. The course will also look at spatial interaction and mapping, the use of natural resources, and socioeconomic development. (Fall, Spring)

GEOG 151 HUMAN GEOGRAPHY 3 HOURS
Non-ethnocentric understanding of geography of human lifestyles and activities; their place and role in human-environment interaction. (Fall, Spring)

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 300 ENVIRONMENTAL EARTH SCIENCE 4 HOURS
Environmentally focused course that studies and investigates important earth science problems affecting North Dakota, the United States, and the world. Working as a class, in groups, or as individuals, students will do labs, field work, and research resulting in presentations about earth science topics. Prerequisite: GEOG 100. Cross-referenced with GEOL 300. (Spring, odd years)

GEOG 315 SOIL SCIENCE & 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 GEOL 315. (With sufficient student demand)
**GEOG 320 APPLIED GEOGRAPHY WORKSHOP** 1 HOURS
A study of applied geographical issues of the world. This course is designed to present field related topics that are new or changing in the discipline of geography. (With sufficient student demand)

**GEOG 325 HISTORY & GEOGRAPHY OF ENGLAND & BRITAIN** 3 HOURS
A study of the geography and the political, economic, and social history of England and its empire from antiquity to the present. Cross-referenced with HIST 325. (Spring, odd years)

**GEOG 345 HISTORY & GEOGRAPHY OF SPAIN & LATIN AMERICA** 3 HOURS
The history and geography of Spain and Latin America from the time of the Roman occupation of Spain to modern times. The course will be offered in English. Cross-referenced with HIST 345. (With sufficient student demand)

**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. (Spring, odd years)

**GEOG 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 GEOL 394. (Fall, even-numbered years)

**GEOG 392 FIELD EXPERIENCE IN GEOGRAPHY** 4 HOURS
A flexible requirement for 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) (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
Designated 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 106 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. Cross-reference with GEOG 106. Prerequisite: GEOL/GEOG 100 (Spring, even numbered years)

**GEOL 300 ENVIRONMENTAL EARTH SCIENCE** 4 HOURS
Environmentally focused course that studies and investigates important earth science problems affecting North Dakota, the United States, and the world. Working as a class, in groups, or as individuals, students will do labs, field work, and research resulting in presentations about earth science topics. Prerequisite: GEOL 100. Cross-referenced with GEOG 300. (Spring, odd years)

**GEOL 315 SOIL SCIENCE & 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 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. Prerequisite: GEOL 100. Cross-referenced with GEOG 394. (Fall, Spring with student demand)

**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 three 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)

**HEALTH, PHYSICAL EDUCATION & RECREATION**

**HPER 100 CONCEPTS OF FITNESS & WELLNESS** 2 HOURS
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, activity, and technology experiences to introduce the student to concepts of holistic living. (Fall, Spring, Summer)

**HPER 109 WEIGHT TRAINING** 1 HOUR
Instructs students in the safety and proper mechanics of weight training in the development of specific resistance training protocols, including inflatable balls, medicine balls, weighted bars, resistance tubing, free weights, and weight machines. (Fall, Spring)

**HPER 112 BASEBALL-VARSITY (SPRING)** 1 HOUR
**HPER 113 BASKETBALL-VARSITY (SPRING)** 1 HOUR
**HYPER 114 CROSS COUNTRY-VARSITY (FALL)** 1 HOUR
The study, practice, and performance of cross-country on a varsity level. This course may be repeated for credit. (Fall)

**HPER 115 FOOTBALL-VARSITY (FALL)** 1 HOUR
**HPER 116 GOLF-VARSITY (SPRING)** 1 HOUR
The study, practice, and performance of golf on a varsity level. The men’s and women’s golf teams practice and perform both in the fall and spring semesters. Open to all student-athletes. This course may be repeated for credit. (Spring)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPER 117</td>
<td>SOFTBALL-VARSITY (SPRING)</td>
<td>1 HOUR</td>
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<tr>
<td>HPER 119</td>
<td>TRACK &amp; FIELD- VARSITY (SPRING)</td>
<td>1 HOUR</td>
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<tr>
<td>HPER 120</td>
<td>VOLLEYBALL-VARSITY (FALL)</td>
<td>1 HOUR</td>
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<tr>
<td>HPER 125</td>
<td>SPORT SPECIFIC WEIGHT TRAINING</td>
<td>1 HOUR</td>
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<tr>
<td>HPER 207</td>
<td>PREVENTION &amp; CARE OF ATHLETIC INJURIES</td>
<td>2 HOURS</td>
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<td>HPER 208</td>
<td>INTRODUCTION TO PHYSICAL EDUCATION</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 210</td>
<td>FIRST AID &amp; CPR</td>
<td>2 HOURS</td>
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<td>HPER 300</td>
<td>DRUG EDUCATION &amp; INFORMATION</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 301</td>
<td>PHILOSOPHY &amp; APPLICATION OF FOOTBALL COACHING</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 302</td>
<td>PHILOSOPHY &amp; APPLICATION OF BASKETBALL COACHING</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 303</td>
<td>PHILOSOPHY &amp; APPLICATION OF VOLLEYBALL COACHING</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 304</td>
<td>PHILOSOPHY &amp; APPLICATION OF BASEBALL/SOFTBALL COACHING</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 305</td>
<td>PHILOSOPHY &amp; APPLICATION OF TRACK &amp; FIELD COACHING</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 315</td>
<td>ELEMENTS OF HEALTH</td>
<td>3 HOURS</td>
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<tr>
<td>HPER 320</td>
<td>FIRST AID &amp; CPR INSTRUCTOR CERTIFICATION</td>
<td>2 HOURS</td>
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<td>HPER 325</td>
<td>PHYSICAL EDUCATION IN THE ELEM GRADES</td>
<td>3 HOURS</td>
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<tr>
<td>HPER 328</td>
<td>THERAPEUTIC EXERCISE</td>
<td>3 HOURS</td>
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<tr>
<td>HPER 338</td>
<td>MODERN SPORTS OFFICIATING</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 348</td>
<td>CURRENT SCIENTIFIC ISSUES &amp;TRENDS IN SPORT</td>
<td>2 HOURS</td>
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<td>HPER 350</td>
<td>SPORT ETHICS</td>
<td>2 HOURS</td>
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<tr>
<td>HPER 358/359</td>
<td>APPLIED ANATOMY, PHYSIOLOGY &amp; HUMAN PERFORMANCE</td>
<td>4 HOURS EACH</td>
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The study, practice, and performance of track & field events on a varsity level. This course may be repeated for credit. (Spring)

The basics of coaching track and field are covered in this course through demonstration, practice, and video analysis. (Spring)

The principles of nutrition with respect to basic body needs; nutrients and foods needed to satisfy those needs; and how 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, Summer)

Instructor Training for First Aid & 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) Prerequisite: HPER 210 or instructors approval. (Fall, Spring)

A study of movement concepts and skill mechanics for the elementary child, inclusive of motor learning concepts. Content areas include the following: physical fitness & wellness, lifetime activity skills, tumbling, rhythmic activities, elementary dances, positive social skills, and game skills. (Fall)

Basic posture, body alignment, muscle testing, cardiac rehabilitation and measurement, and exercise. (Fall)

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)

Designed to familiarize prospective coaches and other professionals with the current issues and trends that exist in the scientific perspective of the profession including analysis and critique of human body movement.

Issues facing coaches in today’s society. Focus will be upon moral reasoning in sport and the preservation of moral development in athletics. The course will examine how to diminish the problems by targeting those things which are good in sport. (Fall)

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. (358 Fall, 359 Spring)
HPER 360 INSTRUCTION & ORGANIZATION OF INDIVIDUAL/DUAL ACTIVITIES 3 HOURS
Instruction, practice and organization of individual/dual activities. Units include: badminton, tennis, golf, measurement and evaluation of physical education activities and secondary dance. (Spring)

HPER 361 INSTRUCTION AND ORGANIZATION OF TEAM ACTIVITIES 2 HOURS
Instruction, practice and organization of team activities. Units include: basketball, flag football, korfball, lacrosse, soccer, softball, team handball, and volleyball. (Spring)

HPER 380 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 380 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. Cross-referenced with BIOL 380 and PSYC 380. (Fall)

HPER 390 FITNESS ASSESSMENT AND PRESCRIPTION 2 HOURS
Assumes a basic knowledge of human physiology. The content includes fitness evaluation, activities that promote cardiovascular endurance, flexibility, resistance training, and anaerobic fitness. Students will explore methods of exercise prescription through various class activities. (Spring)

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 & 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 & LEISURE IN MODERN SOCIETY 2 HOURS
Acquaints 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. (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 ADAPTED PHYSICAL EDUCATION 2 HOURS
Methods of teaching the physically and/or mentally disabled student taking physical education. There is an emphasis on activities for the developmentally delayed student. (Spring)

HPER 487 FIELD EXPERIENCE/PRACTICUM 2-4 HOURS
Provides the opportunity for the student to gain practical knowledge in the area of Sport and Wellness Studies - Option B and C - for the Exercise Science & Leisure Studies non-teaching degree. The student will be required to complete 40 hours of work per hour of credit. (Fall, Spring, Summer)

HPER 490A METHODS, CURRICULUM & ASSESSMENT OF HEALTH & 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. (Fall)

HPER 490B PRACTICAL APPLICATION OF METHODOLOGY IN THE HEALTH & 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)

HPER 491 SENIOR PORTFOLIO 1 HOUR
Assists 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 EXERCISE SCIENCE INTERNSHIP 3-6 HOURS
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 three to twelve credits per semester, any may be repeated up to a maximum of 24 hours. Application process is initiated at the departmental level and will be placed by 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)

HPER 498 COACHING PRACTICUM 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
Completion of projects that will aid in their professional growth. (Fall, Spring)

HISTORY

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, Spring)

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)
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 211</td>
<td>World Civilizations to 1500</td>
<td>3</td>
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<tr>
<td>HIST 212</td>
<td>World Civilizations since 1500</td>
<td>3</td>
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<tr>
<td>HIST 220</td>
<td>North Dakota History</td>
<td>3</td>
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<td>HIST 260</td>
<td>Women in America</td>
<td>3</td>
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<tr>
<td>HIST 267</td>
<td>Environmental History</td>
<td>3</td>
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<tr>
<td>HIST 270</td>
<td>Native American Studies</td>
<td>3</td>
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<tr>
<td>HIST 300</td>
<td>Race, Ethnic, and Gender Relations</td>
<td>3</td>
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<tr>
<td>HIST 314</td>
<td>History of Economic Thought</td>
<td>3</td>
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<tr>
<td>HIST 320</td>
<td>History of the American West</td>
<td>3</td>
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<tr>
<td>HIST 321</td>
<td>History of Ancient Greece &amp; Rome</td>
<td>3</td>
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<td>HIST 325</td>
<td>History &amp; Geography of England &amp; Britain</td>
<td>3</td>
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<tr>
<td>HIST 330</td>
<td>History of the Civil War Era (1850-1877)</td>
<td>3</td>
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<tr>
<td>HIST 345</td>
<td>History &amp; Geography of Spain &amp; Latin America</td>
<td>3</td>
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<td>HIST 365</td>
<td>Russia and Her Neighbors</td>
<td>3</td>
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<tr>
<td>HIST 375</td>
<td>The U.S. Constitution: Federalism</td>
<td>3</td>
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<tr>
<td>HIST 376</td>
<td>The U.S. Constitution: Civil Liberties</td>
<td>3</td>
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<tr>
<td>HIST 380</td>
<td>The American Presidency</td>
<td>3</td>
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<td>HIST 385</td>
<td>History of Canada</td>
<td>3</td>
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<tr>
<td>HIST 400</td>
<td>Historiography</td>
<td>3</td>
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<tr>
<td>HIST 450</td>
<td>History of the U.S. since 1950</td>
<td>3</td>
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<tr>
<td>HIST 454</td>
<td>Renaissance/Reformation</td>
<td>3</td>
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<tr>
<td>HIST 465</td>
<td>The Contemporary World</td>
<td>3</td>
</tr>
<tr>
<td>HIST 470</td>
<td>Topics in Non-Western History</td>
<td>3</td>
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</tbody>
</table>

Notes:
- 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)
- 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)
- 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)
- A survey of the history of women in America from pre-Colonial times to the present. Special attention will be given to the roles women played in the cultural, social, economic, and political development of the United States. (Fall, even years)
- A survey the interrelationship between the natural environment and the people who inhabit the land. Emphasis will be given to the factors and events which have changed and challenged America’s attitude toward the land and its natural resources. The course will cover both grassroots movements and government policies that have resulted in the conservation and environmental movements in American history. Cross-reference with BIOL 267. (Spring, odd years)
- A multicultural study of American minority groups that concentrates on North Dakota Native Americans. Cross-referenced as SOC 270. (Fall)
- The social-historical study of racial, ethnic, and gender relations. Cross-referenced as SOC 300. (Spring, even years)
- Development of economic thought from pre-Mercantilism through post-Keynesian. Cross-referenced with ECON 314. Prerequisites: ECON 201 and ECON 202. (Fall, odd years)
- A study of the political, economic and social impact of the West upon the course of American history. (Spring, even years)
- A study of the political, economic, and social history of the two ancient foundations of Western Civilization. (Fall, odd years)
- A study of the geography and the political, economic, and social history of England and its empire from antiquity to the present. Cross-referenced with GEOG 325. (Spring, odd years)
- A study of the political, economic, and social causes and consequences of the Civil War era upon U.S. History. (Spring, Even years)
- The history and geography of Spain and Latin America from the time of the Roman occupation of Spain to modern times. The course will be offered in English. Cross-referenced with GEOG 345. (With sufficient student demand)
- 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. (Spring, odd years)
- 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)
- 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)
- 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)
- 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)
- 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. (Fall, odd years)
- 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)
- An in-depth study of the religious, scientific, maritime, social, and political events in Europe between 1450-1648. Particular attention will be given to the impact of the Reformation in Europe. This course will delineate those qualities of life which transformed Europe and the Transatlantic World. (Fall, Even years)
- 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. (Spring, even years)
- A study of selected areas of the world that lie outside of the purview of Western history. Special attention will be given to Africa, India, China, Japan, South America, or Asia. (Fall, odd years)
**HIST 490 SOCIAL SCIENCE TEACHING METHODS 3 HOURS**  
A study of methods used in teaching social science. Emphasis will be on techniques and sources of materials. Must be successfully completed before student teaching. (Fall, even years)

**HIST 491 SENIOR PORTFOLIO 1 HOUR**  
Assists 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)

**HIST 492 HISTORICAL RESEARCH METHODS 3 HOURS**  
A study of methodologies and sources historians use when conducting research. Students will conduct original research. (With sufficient student demand)

**HIST 493 INDEPENDENT STUDY 1-3 HOURS**  
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)

**HIST 497 INTERNSHIP 3-12 HOURS**  
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 three 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 499 SPECIAL TOPICS & 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)

**HUM 201 CIVILIZATION, THOUGHT, & LITERARY HERITAGE 3 HOURS**  
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**  
Designed to acquaint the student with the development of music and the visual arts within the context of world civilization and to nurture aesthetic responsiveness. (Fall, Spring)

**INSTRUCTIONAL TECHNOLOGY**

**IT 312 METHODS OF TEACHING WITH INSTRUCTIONAL DELIVERY SYSTEMS 3 HOURS**  
Focus 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 TECH 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 TECH. SERVICES 3 HOURS**  
Students practicum 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**  
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 three 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)

**LIBRARY MEDIA & INFORMATION SCIENCE**

**LMIS 250 INTRODUCTION TO LIBRARIES & INFORMATION SCIENCE 3 HOURS**  
An introduction to the types of libraries, their organization, services, standards, technology, and issues with an emphasis on the role of the school librarian. (Fall)

**LMIS 360 COLLECTION DEVELOPMENT 3 HOURS**  
Basic principles of evaluation and selection of library materials; study and practice in the use of selection aids; and the development of policies about the collection. (Fall)

**LMIS 365 THE ORGANIZATION OF INFORMATION 3 HOURS**  
Provides an introduction to the principles of and practical experience in the use of both descriptive and subject cataloging, MARC format, and library automation. (Spring)

**LMIS 370 REFERENCE SOURCES & SERVICES 3 HOURS**  
Reference services and emphasis on conducting a reference interview, online searching techniques, and demonstrating knowledge of reference sources in all formats. (Fall)

**LMIS 430 ADMINISTRATION OF THE SCHOOL LIBRARY MEDIA CENTER 3 HOURS**  
A study of the objectives and functions of a school library media center and the principles of management. Consideration is given to teacher-librarian relationships and to current library issues. (Spring)

**LMIS 445 STANDARDS FOR EFFECTIVE LIBRARIES 3 CREDITS**  
An introduction to national and state curricular standards as well as various teaching and learning strategies to help integrate information literacy into the curriculum, promote a love of reading, as well as to foster collaboration among librarians and classroom teachers. (Fall)

**LMIS 470 CURRENT ISSUES IN LIBRARIANSHIP 3 CREDITS**  
Designed to provide an opportunity for library students and school library media specialists to investigate, study, and discuss current or controversial issues in school librarianship. It is intended to cultivate a continuing interest in professional growth as well as promoting networking and exploration of issues affecting the school librarian. (Spring)
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, Spring, Summer)

MANAGEMENT

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 & OPERATIONS MANAGEMENT 3 HOURS
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. Prerequisite: MGMT 330, ECON 261. (Fall, Spring)

MGMT 370 BUSINESS ETHICS 3 HOURS
Builds on ethical dilemmas that the contemporary American and global business world face. The course examines the role of business in society, the nature of corporate social responsibility, and the influences of the social, political, legal and regulatory environment, as well as environmental issues. It also challenges students’ thinking about the impact of diversity on organizations, and the relationship between business and the media. The emerging themes that arise from the growth of e-business and other technological breakthroughs are also addressed. (Fall, Spring)

MGMT 381 PROJECT MANAGEMENT 3 HOURS
Presents project management techniques used to effectively manage projects in various disciplines. Cross Referenced with CIS 381. (Spring)

MGMT 425 HUMAN RESOURCE MANAGEMENT 3 HOURS
A study of personnel management including HRM planning, labor relations and labor law, job analysis, recruitment, selection, evaluation, compensation, benefits, training, discipline, safety/health, and international labor issues. Prerequisite: MGMT 330. (Fall)

MGMT 426 COMPENSATION & BENEFITS ADMINISTRATION 3 HOURS
A study of the Human Resource Management function and role of compensation managers and benefits specialists. The course will focus on wage and analysis, evaluation of jobs, employer benefits and service management, incentive plans, and the impact of compensation on recruitment and employee satisfaction. Prerequisite: MGMT 330. (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. (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). Prerequisite: MGMT 330, MRKT 305. (Fall, Spring)

MGMT 480 STRATEGIC PLANNING 3 HOURS
A case-study lecture course that integrates the knowledge acquired in the functional areas of marketing, human resources, 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. (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: MGMT 330 and ACCT 201. (Fall, Spring)

MGMT 498 INTERNATIONAL EXPERIENCE 6-12 HOURS
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 standing; and have a grade point average of 2.50 or better. S/U grading only. (Fall, Spring, Summer)

MARKETING

MRKT 305 PRINCIPLES OF MARKETING 3 HOURS
An analysis of the activities involved in facilitating the exchange of products, services, and information. Topics range from business ethics to post-purchase service. (Fall, Spring)

MRKT 319 WEBSITE AUTHORIZING 3 HOURS
Designed to provide intermediate/advanced students with the knowledge and skills to create digital graphics, multimedia presentations, video production, etc. with an emphasis on incorporating these features into a well designed web site. This course will familiarize students with graphic design, fundamental video/multimedia production, website design and creation, web languages, and standard web development tools. (Fall, Spring)

MRKT 370 ADVERTISING & PROMOTIONS 3 HOURS
Advertising and Promotions gives a thorough background for marketing students to use current methods of advertising, and study of the different media available in today’s business environment. It also provides a foundation in direct marketing, e-commerce, sales, public relations, advertising in profit and non-profit businesses and agencies. Prerequisite: MRKT 305. (Fall, Spring)

MRKT 375 CONSUMER BEHAVIOR 3 HOURS
Introduces a wide range of behavioral concepts and explores the strategic implications of consumer behavior for marketers. The course challenges students to explore the realities and implications of buying behavior in traditional and e-commerce markets. To understand how buyer behavior can help to improve strategic decision making. Prerequisite: MRKT 305. (Spring)

MRKT 405 RETAILING 3 HOURS
Principles and concepts underlying the managerial and marketing functions of the retailer. (Fall)

MRKT 415 MARKETING RESEARCH & INFORMATION 3 HOURS
Study of the role of business 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. Prerequisites: MRKT 305. (Spring)

Valley City State University ~ 131
MATH 099 BEGINNING ALGEBRA  3 HOURS
An introductory course designed for students with little to no experience in algebra. Topics include variables, real numbers, mathematical models, linear equations and inequalities, exponents, polynomials, rational expressions, roots and radicals, quadratic equations, and an introduction to functions. Does not satisfy any graduation requirement. (Fall)

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  3 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. Prerequisite: MATH 102 or passing placement test. (Fall, Spring)

MATH 104 FINITE MATHEMATICS  3 HOURS
An extension of basic algebra to areas that have applications in the economic, behavior, social, and life sciences. Topics covered will include compound statements, sets and counting problems, probability theory, vectors and matrices, computer programming, statistics, linear programming, and the theory of games. Applications of these topics will be a main focus of the class. Prerequisite: Passing placement test or permission of instructor. (Fall and/or Spring)

MATH 105 PLANE TRIGONOMETRY  3 HOURS
Trigonometric functions and their properties, analysis of trigonometric functions, graphs, angles and triangles, inverse functions, trigonometric equations, polar coordinates, and complex numbers. Prerequisite: MATH 103 or permission of instructor. (With sufficient demand)

MATH 107 PRECALCULUS  3 HOURS
Equations and inequalities; polynomial, rational, exponential, logarithmic, and trigonometric functions; applications. (Spring)

MATH 146 APPLIED CALCULUS I  3 HOURS
Limits, derivatives, integrals, exponential and logarithmic functions, and applications. Prerequisite: MATH 103 or permission of instructor. (Fall, Spring)

MATH 165, 166, 265 ANALYTIC GEOMETRY AND CALCULUS I, II, III  4 HOURS EACH
The concepts, techniques, and applications of analytic geometry and differential integral calculus. (165 Fall, 166 Spring, 265 Fall)

MATH 266 DIFFERENTIAL EQUATIONS  3 HOURS
Topics include theory, solution, and application of ordinary differential equations of first and second order, linear differential equations; systems of equations; operator methods and series solutions. Prerequisite: MATH 265. (Spring)

MATH 277 MATHEMATICS FOR ELEMENTARY TEACHERS I  3 HOURS
Application of arithmetic concepts to the solutions of problems. Arithmetic content includes whole number operations, number bases, numeration systems, modular arithmetic, place value, number theory topics, sets, integers, and fraction topics including proportional reasoning. Integration of understanding of content with understanding of how students learn arithmetic concepts. (Fall, Spring)

MATH 278 MATHEMATICS FOR ELEMENTARY TEACHERS II  2 HOURS
Application of mathematical concepts to the solution of problems. Mathematical content includes topics in geometry, measurement, algebra, graphing, functions, statistics, and probability. Prerequisite: MATH 277 or permission of instructor. (Fall, Spring)

MATH 300 SYMBOLIC LOGIC  1 HOUR
A study of truth values, truth tables, conjunctions and disjunctions, negation, quantifiers, and an introduction to Boolean algebra. (Spring)

MATH 311 COLLEGE GEOMETRY I  2 HOURS
Advanced geometry from an axiomatic viewpoint. Topics include incidence and separation properties of planes and space, metric and synthetic approaches to congruencies, geometric transformations, parallelism and similarity. Prerequisite: MATH 103 or MATH 165, or MATH 146 or permission of instructor. (Fall, even years)

MATH 312 COLLEGE GEOMETRY II  3 HOURS
Topics include area theory, circles in a plane, constructions with ruler and compass, solid mensuration, and an introduction to non-Euclidean geometries. (Fall, odd years)

MATH 321 APPLIED PROBABILITY & STATISTICS  3 HOURS
This is a non-calculus-based introduction to methods of probability and statistics intended for non-math majors. Topics to be covered are combinatorial probability, random variables and their distributions, distribution functions and their properties, and the Central Limit Theorem and its applications. The main emphasis is placed on the power of the Central Limit Theorem. Within the framework of the Central Limit Theorem, sample-based inferences of population means and standard deviations, significance tests and confidence limits, tests of hypotheses, sequential paired t-tests, and regression analysis are covered. Prerequisite: MATH 103 or permission of instructor. (Fall)

MATH 330 LINEAR ALGEBRA AND MATRICES  3 HOURS
An introduction to linear algebra which will include matrix algebra, linear systems, the notion of a vector space, and linear transformations and their matrix representations. (Fall)

MATH 340 ALGEBRAIC STRUCTURES  4 HOURS
Sets, mappings, relations, and operations; axiomatic development of familiar algebraic systems; examples and basic algebraic properties of groups, rings and fields. Prerequisite: MATH 165. (Spring, odd years)

MATH 400 HISTORY AND PHILOSOPHY OF MATHEMATICS  3 HOURS
An introduction to the history and philosophy of mathematics. Topics include informal origins; ancient, medieval, and modern mathematics; the role of proofs, the status of mathematical objects, logicism, intuitionism and constructive proofs, formalism and the axiom of choice. (Spring, even years)

MATH 410 REAL ANALYSIS I  3 HOURS
An introduction to rigorous theory of calculus. Topics to be covered include the real number system, sequences, limits, continuous functions in R, continuous functions of several variables, metric spaces, uniform convergence, interchange of limit operations, infinite series, mean value theorems and their applications, and Riemann integrals. Prerequisite: MATH 265 and Math 330. (Spring, odd years with sufficient demand)
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<tr>
<th>Course Code</th>
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<tr>
<td>MATH 266</td>
<td>Topics to be covered are Laplace Transforms, Existence and Uniqueness of Solutions, Higher Order Linear Equations, Linear Systems, regular singular points, Sturm-Liouville Theory, Nonlinear Differential Equations that arise in biology, physics, chemistry, and engineering (e.g., Competing Species, Predator-Prey Equations, Liapunov’s method, the Lorenz Equations in Fluid Mechanics and Chaos). Prerequisites: MATH 266, MATH 330 (Fall, even years)</td>
<td>3 HOURS</td>
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<tr>
<td>MATH 412</td>
<td>ORDINARY DIFFERENTIAL EQUATIONS</td>
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<td>MATH 413</td>
<td>PARTIAL DIFFERENTIAL EQUATIONS</td>
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<td>MATH 421</td>
<td>MATHEMATICAL PROB &amp; STAT I</td>
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<td>MATH 422</td>
<td>MATHEMATICAL PROB &amp; STAT II</td>
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<td>MATH 430</td>
<td>COMPLEX ANALYSIS</td>
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<td>MATH 490</td>
<td>TEACHING SEC. SCHOOL MATHEMATICS</td>
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<td>MATH 491</td>
<td>SENIOR PORTFOLIO</td>
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<td>MATH 494</td>
<td>INDEPENDENT STUDY</td>
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<td>MUS 100</td>
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<td>MUS 101</td>
<td>MUSIC FUNDAMENTALS</td>
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<td>MUS 102</td>
<td>CREATIVE SOUND PRODUCTION</td>
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<td>MUS 109, 110</td>
<td>MUSIC THEORY I, II</td>
<td>3 HOURS EACH</td>
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<tr>
<td>MUS 111, 112</td>
<td>CLASS PIANO</td>
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<td>MUS 120</td>
<td>COMPOSITION</td>
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<tr>
<td>MUS 121</td>
<td>AURAL SKILLS I</td>
<td>1 HOUR</td>
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**MUS 100 MUSIC APPRECIATION**
Exposure to some of the world’s greatest music. Students will learn to react to music on an emotional and intellectual level. Emphasis will be placed on listening for basic elements of music, with a goal of establishing a life-long enjoyment of this art form. (Spring)

**MUS 101 MUSIC FUNDAMENTALS**
The study of fundamental music skills: reading notes, scales, and chords; listening skills; and music terminology. Open to all students. (Fall, Spring)

**MUS 102 CREATIVE SOUND PRODUCTION**
Introduction to recording techniques, software and hardware solutions for recording and mixing, and music composition with electronic and acoustic sounds. Topics include digital audio effects processing, MIDI and electronic instruments, and filmscoring. (Spring)

**MUS 109, 110 MUSIC THEORY I, II**
Sequence designed to develop the basic musicianship skills required to analyze, read, write, and perform music. These courses will use portfolios to document work, to demonstrate competencies, and to apply concepts to real musical situations. Prerequisite: MUS 101 with “C” or better; score of 70% on theory placement exam; or permission of instructor. (109-Fall, 110-Spring)

**MUS 111, 112, CLASS PIANO**
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-Fall; 112-Spring)

**MUS 120 COMPOSITION**
Focus on weekly projects using simple techniques to improve fluency of ideas and expand skills in writing both melody and harmony. A final composition will be required. May be repeated for credit. (Fall, Spring)

**MUS 121 AURAL SKILLS I**
Companion course to Theory I. Aural Skills will develop the visual and aural skills of the student using notation in these areas: rhythm and meter exercises; singing in scale degrees and solfege; and rhythmic, melodic and harmonic dictation. Prerequisite: Permission of instructor. (Fall)
MUS 122 AURAL SKILLS II 1 HOUR
Companion course to Theory II. Aural Skills will develop the visual and aural skills of the student using notation in these areas: rhythm and meter exercises; singing in scale degrees and solfege; and rhythmic, melodic and harmonic dictation. Prerequisite: Permission of instructor. (Fall, Spring)

MUS 131 CONCERT CHOIR 0-1 HOUR
The study, rehearsal, and performance of music for larger choral ensembles. The choir presents 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 0-1 HOUR
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 and musical theatre. The group presents 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 0-1 HOUR
The study and performance of fine quality symphonic wind and percussion literature. The group presents concerts on- and off-campus 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 0-1 HOUR
The 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 143 GARAGE BAND 1 HOUR
The study and performance of popular music for guitarists, drummers, singers, and keyboardists. The group presents concerts on- and off-campus. Open to all students by permission of the instructor. May be repeated for credit. (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 ENSEMBLE/STEEL DRUM BAND 1 HOUR
The study and performance of percussion music representing various style periods. Admission is by permission of the instructor. Required for percussion primaries. 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.

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 or choral ensemble participation. Vocal secondaries may substitute MUS 170 for one semester of MUS 171. (Fall, Spring)

MUS 172 OPERA ENSEMBLE 1 HOUR
The study, rehearsal, and performance of music specific to opera, oratorio, and musical theatre. Admission is by audition only. May be repeated for credit. (Fall, Spring)

MUS 182 BRASS ENSEMBLE 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 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 192 WOODWIND ENSEMBLE 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 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)

MUS 201, 202 MUSIC THEORY III, IV 3 HOURS EACH
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. Prerequisite: Permission of the instructor. (201-Fall, 202-Spring)

MUS 203 AURAL SKILLS III 1 HOUR
Companion course to Theory III. Aural Skills will develop the visual and aural skills of the student using notation in these areas: rhythm and meter exercises; singing in scale degrees and solfege; and rhythmic, melodic and harmonic dictation. Prerequisite: Permission of instructor. (Fall)

MUS 204 AURAL SKILLS IV 1 HOUR
Companion course to Theory IV. Aural Skills will develop the visual and aural skills of the student using notation in these areas: rhythm and meter exercises; singing in scale degrees and solfege; and rhythmic, melodic and harmonic dictation. Prerequisite: Permission of instructor. (Spring)

MUS 205 BASIC CONDUCTING 2 HOURS
Basic conducting techniques, score preparation, and interpretation of choral and instrumental literature. Prerequisites: MUS 110 or permission of instructor. (Spring)

MUS 209 VIKING PRODUCTIONS STUDIO 1-3 HOURS
Designed for real-world experience in the Viking Production Studio, with potential for advancement into a managerial position. Class members are responsible for recording music department performances, creating regular backups, and mastering mixes as needed. Open to students who have successfully completed MUS 102 or by permission of the instructor. (Fall, Spring)
MUS 211, 212 CLASS PIANO 1 HOUR EACH
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. (211-Fall; 212-Spring)

MUS 213 CLASS PIANO 1 HOUR
Provides continuing class instruction for students working toward satisfaction of the keyboard proficiency requirement. May be repeated for credit. Prerequisite: MUS 212 (Fall, Spring)

MUS 220 COMPOSITION 1 HOUR
Focus on weekly projects using simple techniques to improve fluency of ideas and expand skills in writing both melody and harmony. A final composition will be required. May be repeated for credit. Prerequisites: MUS 110 or Permission of Instructor. (Fall, Spring)

MUS 231 DICTION FOR SINGERS I 1 HOUR
Provides a detailed study of the pronunciation and articulation of sung English and German using the international Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds. Prerequisite: 2 semesters of MUS 171. (Fall odd years)

MUS 232 DICTION FOR SINGERS II 1 HOUR
Provides a detailed study of the pronunciation and articulation of sung French and Italian using the international Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds. Prerequisite: 2 semesters of MUS 171. (Spring even years)

MUS 290 MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS 2 HOUR
This course will provide the elementary education major with strategies, methods, and materials to integrate music activities into the daily curriculum. (Spring)

MUS 301 SCORING & ARRANGING 2 HOURS
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 202. (Spring, even years)

MUS 302 ADVANCED SCORING & ARRANGING 2 HOURS
Provides an advanced knowledge of scoring and arranging for band, jazz band, and vocal ensemble. Selection and care of instruments and review of instructional materials. 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)

MUS 303 INSTRUMENTAL CONDUCTING & LITERATURE 2 HOURS
Basic conducting techniques, score preparation, and interpretation of instrumental literature in various historical styles. Rehearsal techniques and conducting of live ensembles. Prerequisite: MUS 110 (Spring)

MUS 304 CHORAL CONDUCTING & LITERATURE 2 HOURS
Basic conducting techniques, score preparation, and interpretation of choral literature in various historical styles. Rehearsal techniques and conducting of live ensembles. Prerequisite: MUS 110. (Fall)

MUS 309 MUSIC BUSINESS I 3 HOURS
Introductory seminar class. Explores various aspects of the music business such as copyright laws, digital media, arts marketing and management, distribution, song writing and publishing, business affairs, music in broadcasting and film, and career planning and development. (Fall, even years)

MUS 310 MUSIC BUSINESS II 3 HOURS
In-depth seminar class in music business. Extends the explorations of seminar I to the research and development of an entrepreneurial business. Students will create a new music business plan that incorporates aspects of the current business climate, the niche for their location, and the methods to implement the plan. Individual research projects will guide the business plan development throughout the semester. (Spring, odd years)

MUS 320 COMPOSITION 1 HOUR
Focus on weekly projects using simple techniques to improve fluency of ideas and expand skills in writing both melody and harmony. A final composition will be required. May be repeated for credit. Prerequisites: MUS 201 or Permission of Instructor. (Fall, Spring)

MUS 321 PERSCUSSION METHODS 1 HOUR
Basic techniques for performance and instruction of percussion instruments. Selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences. (Fall odd years)

MUS 322 BRASS METHODS 1 HOUR
Basic techniques for performance and instruction of brass instruments. Selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences. (Spring odd years)

MUS 323 WOODWIND METHODS 1 HOUR
Basic techniques for performance and instruction of woodwind instruments. Selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences. (Fall odd years)

MUS 324 STRING METHODS 1 HOUR
Basic techniques for performance and instruction of string instruments. Selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences. (Spring even years)

MUS 325 VOCAL METHODS 1 HOUR
Provide the student with a basic knowledge of correct vocal production techniques, vocal literature for all ages, and techniques for classification and instruction of unchanged, changing, and changed voices. An emphasis is placed on pedagogical experiences. Prerequisite: MUS 170, MUS 171, or permission of instructor. (Spring)

MUS 331 MUSIC HISTORY & LITERATURE 3 HOURS
A survey of the history and literature of Western music from the Ancient Greeks through the Renaissance (900 BC-1699). The course stresses the development of musical styles, forms, and media through a study of representatives compositions and composers. Music, including examples related to non-Western cultures, is studied within the context of its social-cultural epoch. It is recommended that the student complete MUS 100 or HUM 202 prior to enrolling in 331. (Fall 2011, Spring 2013)
MUS 332 MUSIC HISTORY & LITERATURE  3 HOURS
A survey of the history and literature of music from the Baroque and Classical periods. The course stresses the development of musical styles, forms, and media through the study of representative compositions and composers. Music, including examples related to non-Western cultures, is studied within the context of its social-cultural epoch. It is recommended that the student complete MUS 100 or MUS 202 prior to enrolling in MUS 332. (Fall 2010, Spring 2012)

MUS 333 MUSIC HISTORY & LITERATURE  3 HOURS
A survey of the history and literature of music from the Romantic period through the present day. The course stresses the development of musical styles, forms, and media through visual and aural analysis of representative compositions. Music, including examples relating to non-Western cultures, is studied within the context of its respective social-cultural epoch. It is recommended that the student complete MUS 202 prior to enrolling in MUS 100 or MUS 333. (Spring 2011, Fall 2012)

MUS 356, 357 PIANO PEDAGOGY  3 HOURS EACH
Sequential course. Provides 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 as well as the business and professional issues facing the independent piano teacher. An integral part of the class is observation of instruction and student teaching of private and/or group lessons under faculty supervision.

MUS 358 APPLIED PEDAGOGY  3 HOURS
Provides an essential foundation for teaching an applied instrument through private lessons. The class focuses on teaching techniques and evaluation of materials relevant to the applied instrument of each student taking the course. Business and professional issues facing the independent studio teacher will be covered as well as planning a well-rounded studio curriculum, including music theory, music history, chamber music, improvisation, summer camps, and uses for technology. (Fall)

MUS 359 PIANO PEDAGOGY  3 HOURS
Provides an essential foundation for teaching piano. The class focuses on teaching techniques and evaluations of recent piano method books, piano repertoire, piano technique, and practice, memorization, and performance skills. An integral part of the class is observation of instruction and student teaching of private and/or group lessons under faculty supervision. (Spring)

MUS 387 VCSU CSA INTERNSHIP  1 HOUR
Students serve as interns in the VCSU Community School of the Arts on either a teaching track or a conducting track. Student teachers will be assigned students and will have their teaching supervised and critiqued on a regular basis by the CSA Director. Student conductors will be given regular conducting and ensemble duties to the supervised and critiqued by one or more directors of the Community School ensembles: Valley Children's Choir, Valley Voices Women's Choir, and/or the alley City Civic Orchestra. May be repeated for credit. Prerequisite: Approval of the Director of the Community School of the Arts. (Fall, Spring)

MUS 390 MUSIC IN THE ELEMENTARY SCHOOL  3 HOURS
Provides a basic knowledge of music teaching techniques in K-6, including a functional knowledge of guitar and behavior management strategies. Includes school observations, peer and supervised teaching opportunities, and development of standards-based curricula. Models of instruction include Orff, Kodaly, Dalcroze, and Gordon. Prerequisite: MUS 303 or MUS 304 and admission to Teacher Education. (Spring)

MUS 398 MUSIC BUSINESS PRACTICUM  2-3 HOURS
Provides the music business student with a real-life experience in a local music business. Students will research their particular business placement and spend time working in the environment under the guidance of the proprietor and the university faculty. Majors enroll for 3 credits, minors for 2 credits. (Fall, Spring)

MUS 400 MUSIC IN THE JUNIOR & SENIOR HIGH SCHOOL  3 HOURS
Provides a basic knowledge of methods, materials, models, organization, and rehearsal techniques for the complete music program in grades 7-12. Includes school observations, peer and supervised teaching opportunities, and development of standards-based curricula. Prerequisite: MUS 303 or MUS 304 and admission to Teacher Education. (Fall)

MUS 491 PORTFOLIO DEVELOPMENT  1 HOUR
Assists 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
Places the student in a music business for a period of eight weeks under the guidance of a mentor and university faculty. The internship will be based upon student interest and availability of opportunities for placement ranging from radio stations to recording studios to electronics and instrument sales. Students will present a report 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 3 to 12 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 a junior or senior standing, but should apply while a sophomore. Cumulative grade point of 2.50, S/U grading only. (Fall, Spring)

MUS 498 MUSIC BUSINESS PRACTICUM  2-3 HOURS
Provides the music business student with a real-life experience in a local music business. Students will research their particular business placement and spend time working in the environment under the guidance of the proprietor and the university faculty. Majors enroll for 3 credits, minors for 2 credits. (Fall, Spring)

MUS 499 SPECIAL TOPICS  1-3 HOURS
Individualized courses allowing the student to pursue special interests. Prerequisite: permission of the department. (By Arrangement)

PHYSICS

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 161, 162 INTRO TO 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 251, 251L, 252, 252L UNIVERSITY PHYSICS I, II 4/1 HOURS EACH
The 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 corequisite of each course.. Prerequisites: PHYS 251, MATH 165; for PHYS 252, MATH 166 and PHYS 251. (Fall and Spring, alternate years)

PHYS 275 PLANETARIUM SCIENCE 1 HOUR
Students 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 credit hours. (Fall, Spring)

PHYS 395 LABORATORY PREPARATION & MANAGEMENT 1 HOUR
Practicum-like course. Student directly assists 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 SEC. SCIENCE METHODS & TECHNIQUES 3 HOURS
Prepares 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 years)

PHYS 294, 394, 494 INDEPENDENT STUDY/UNDERGRADUATE RESEARCH 1-4 HOURS
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
Gives 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 three 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)

POLITICAL SCIENCE

PSCI 115 AMERICAN NATIONAL GOVERNMENT 3 HOURS
The history, structure, and decision-making process of the United States government along with its current major policy concerns. (Fall, even years)

PSCI 116 STATE AND LOCAL GOVERNMENT 3 HOURS
The development, structure, and operation of American state and local governments and their roles in the lives of the American people. (Fall, odd years)

PSCI 303 CANADIAN GOVERNMENT & POLITICS 3 HOURS
The development, structure and operation of Canadian government with special emphasis on the parliamentary system. (Spring, even years)

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 395 STUDENT GOVERNMENT PRACTICUM 1 HOUR
Provides students who are elected to Student Senate a practicum experience in student government. (Fall, Spring)

PSCI 340 RESEARCH METHODS 3 HOURS
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques will be addressed. Cross referenced with COMM 340, SOC 340, and PSYC 340. Prerequisite: ENGL 110, ENGL 120 or 125 (Fall, F2F; Spring, Online)

PSCI 440 UNDERSTANDING STATISTICS 3 HOURS
Designed to acquaint students with descriptive, inferential, and correlated statistics, when these tests are used, and how to read and discuss the results. Cross referenced with COMM 440, PSYC 440, and SOC 440. Prerequisites: MATH 103 or 104; COMM/PSCI/PSYC/SOC 340 (Spring)

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.)
PSYCHOLOGY

PSY 111 INTRODUCTION TO PSYCHOLOGY 3 HOURS
A survey of the scientific study of behavior and mental processes. (Fall, Spring)

PSYC 250 DEVELOPMENTAL PSYCHOLOGY 3 HOURS
A survey of the psychology of human life span development. Prerequisite: PSYC 111 (Fall, Spring, Summer)

PSYC 340 RESEARCH METHODS 3 HOURS
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques will be addressed. Cross referenced with PSCI 340, SOC 340, and COMM 340. (Fall, F2F; Spring, Online) Prerequisite: ENGL 110, ENGL 120 or 125

PSY 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)

PSYC 360 GROUP DYNAMICS 3 HOURS
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. Prerequisite: PSYC 111 or permission of instructor. (Fall)

PSY 370 ABNORMAL PSYCHOLOGY 3 HOURS
A survey of the classification, symptoms, etiology, and treatment of psychological disorders. Prerequisite: PSYC 111. (Fall)

PSYC 380 HUMAN SEXUALITY 2 HOURS
A study of the role and meaning of human sexuality in relation to oneself as well as in all interrelationships with other people. PSYC 380 includes a study of anatomy and physiology of the reproductive system, human sexual response, process and role identity, sexual value systems, contraception, and the importance of sexuality in preparation for family living. Cross-referenced with BIOL 380 and HPER 380. (Fall)

PSYC 422 SOCIAL SCIENCE THEORY 3 HOURS
Focus on Sociological and social psychological theories and conceptual frameworks. Both classic and contemporary theories and conceptual frameworks will be discussed and explored. Examples of several Theoretical frameworks including Functionalism, Conflict Theory, Symbolic Interaction and Feminist Theories. Should be taken in Junior or Senior year. Prerequisite: SOC 110. (Spring)

PSYC 440 UNDERSTANDING STATISTICS 3 HOURS
Designed to acquaint students with descriptive, inferential, and correlated statistics, when these tests are used, and how to read and discuss the results. Cross referenced with COMM 440, PSCI 440, and SOC 440. Prerequisites: MATH 103 or 104; COMM/PSCI/PSYC/SOC 340 (Spring)

PSYC 450 PERSONALITY THEORIES & MEASUREMENT 4 HOURS
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. Prerequisite: PSYC 111. (Spring)

PSYC 470 COUNSELING THEORY & PRACTICE 3 HOURS
A study of counseling principles and practices in educational, industrial, and community settings. Philosophy, objectives, and organization are stressed. Prerequisite: PSYC 111. (Spring)

PSYC 491 SENIOR PORTFOLIO 1 HOUR
This course would 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)

PSYC 494 INDEPENDENT STUDY 1-4 HOURS
Directed study of selected topics in the field of psychology for the advanced student. Prerequisite: Permission of Division Chair. (By arrangement)

PSYC 497 INTERNSHIP 3-12 HOURS
Gives 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 three 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 3.00. S/U grading only. (Fall, Spring, Summer)

PSY 497 INTERNSHIP 3-12 HOURS
Gives 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 three 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 3.00. S/U grading only. (Fall, Spring, Summer)

SOCIOLOGY

SOC 110 INTRODUCTION TO SOCIOLOGY 3 HOURS
The study of human behavior in social groups, interaction, institutions, organization, and social problems. (Fall, Spring)

SOC 111 INTRODUCTION TO ANTHROPOLOGY 3 HOURS
An introductory course about human evolution and the cross-cultural development of social institutions. (Fall)

SOC 220 THE FAMILY 3 HOURS
A study of the family as an important societal institution. The course takes a historical and sociological perspective, examining the impact of gender, social class, and race/ethnicity on families in the U.S. (Fall, even years)
SOC 270 NATIVE AMERICAN STUDIES 3 HOURS
A multicultural study of American minority groups that concentrates on North Dakota Native Americans. Cross-referenced as HIST 270. (Fall)

SOC 300 RACE, ETHNIC, & GENDER RELATIONS 3 HOURS
The social-historical study of racial, ethnic, and gender relations. Prerequisite: SOC 110. Cross-referenced as HIST 300. (Fall, even years)

SOC 340 RESEARCH METHODS 3 HOURS
An exploration of research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques will be addressed. Cross referenced with COMM 340, PSYC 340, and PSCI 340. Prerequisite: ENGL 110, ENGL 120 or 125 (Fall, F2F; Spring, Online)

SOC 350 SOCIAL PSYCHOLOGY 3 HOURS
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. Prerequisite: SOC 110 and PSYC 111. (Spring, odd years)

SOC 360 GROUP DYNAMICS 3 HOURS
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. Prerequisite: SOC 110 and PSYC 111 or permission of instructor. (Fall)

SOC 385 INTRODUCTION TO GERONTOLOGY 3 HOURS
Study of aging populations, retirement, problems of care, homes, employment, and income. Prerequisite: SOC 110. (Spring, odd years)

SOC 390 CRIMINOLOGY AND DELINQUENCY 3 HOURS
A study of the causation, detection, prevention, and correction of criminal and delinquent behavior. Prerequisite: SOC 110. (Spring, odd years)

SOC 415 INTRODUCTION TO HUMAN SERVICES 3 HOURS
An examination of the human service professions and related programs. Prerequisite: SOC 110. (Spring, even years)

SOC 422 SOCIAL SCIENCE THEORY 3 HOURS
Focus on sociological and social psychological theories and conceptual frameworks. Both classic and contemporary theories and conceptual frameworks will be discussed and explored. Examples of several theoretical frameworks include Functionalism, Conflict Theory, Symbolic Interaction and Feminist Theories. Should be taken in Junior or Senior year. Cross-referenced with PSYC 422. Prerequisite: SOC 110. (Spring)

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. Prerequisite: SOC 110. (Fall, Spring)

SOC 440 UNDERSTANDING STATISTICS 3 HOURS
Designed to acquaint students with descriptive, inferential, and correlated statistics, when these tests are used, and how to read and discuss the results. Cross referenced with COMM 440, PSCI 440, and PSYC 440. Prerequisites: MATH 103 or 104; COMM/PSCI/PSYC/SOC 340 (Spring)

SOC 491 SENIOR PORTFOLIO 1 HOUR
Assists 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 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
Gives 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 three 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.)

SPANISH

SPAN 101, 102 1ST YEAR SPANISH I & 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 & 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 3 HOURS
Professional communication issues for students who will use Spanish in their professional life (areas such as business, social work, medicine, and law enforcement). Includes vocabulary development, business writing, interviewing, and cultural concerns. Prerequisite: SPAN 202. (Fall, even years)

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 & GEOGRAPHY OF SPAIN & 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 & CIVILIZATION 3 HOURS
A study of various aspects of Hispanic culture and civilization through the centuries. Prerequisite: SPAN 345. (Spring, even years)

SPAN 360 SPANISH GRAMMAR FOR TEACHERS 3 HOURS
An in-depth examination of grammatical forms and their application in the instruction and use of Spanish. (Spring, even years)
TECHNOLOGY

Due to the nature of online delivery, several Technology Education courses will be offered ‘With Sufficient Student Demand.’

TECH 161 TECHNOLOGY, ENGINEERING, & DESIGN  4 HOURS
An introductory course that examines the engineering design process and its use to solve technological challenges. The course will cover the nature of technology, technology systems, and the history, evolution, and characteristics of technology, as well as learning activities to apply technology, science, and mathematics concepts. (Spring)

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. (Fall)

TECH 213 DESIGN APPLICATIONS  3 HOURS
Focus on design applications related to the following areas: manufacturing technologies, energy and power technologies, construction technologies and transportation technologies. Emphasizes problem-based learning (ProBase). (With sufficient student demand)

TECH 241 TECHNOLOGICAL APPLICATIONS  3 HOURS
Focus on technological applications related to the following areas: information and communication technologies, medical technologies, agriculture and related biotechnologies, entertainment and recreation technologies. Emphasizes problem based learning (ProBase). (With sufficient student demand)

TECH 243 BUILDING MATH (STEM)  3 HOURS
Focus on hands-on investigations integrated with engineering design activities. It emphasizes algebraic thinking skills through the collection and analysis of data to solve real problems. Students develop abilities to apply math knowledge and concepts to their investigations and the use of the engineering design process. (With sufficient student Demand)

TECH 256 RESOURCES FOR TECHNOLOGY  2 HOURS
Introduction to many of the resources of the Technology Education laboratory including materials, processes, time, people, tools, machines, and more. (Spring)

TECH 256L RESOURCES FOR TECHNOLOGY  1 HOUR
Activities in a lab format that supports the TECH 256 course. (Spring)

TECH 300 3D MODELING & DESIGN  2 HOURS
Introduction to the engineering design process, and the principles of graphics and 3D parametric modeling in the creation, visualization of engineering designs. Pro/Desktop modeling software will be used to illustrate parametric 3D part modeling, assembly modeling, rendering, and production of working drawings from design ideas. (With sufficient student demand)

TECH 300L 3D MODELING & DESIGN  1 HOUR
Activities in a lab format that supports the TECH 300 course. (With sufficient student demand)

TECH 306 INVENTIONS & INNOVATIONS – TECHNOLOGY EDUCATION FOR CHILDREN  2 HOURS
Focus 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
Activities in a lab format that supports the TECH 306 course. (Fall)

TECH 310 DESIGN, TECHNOLOGY & ENGINEERING FOR ELEMENTARY  2 HOURS
Focus 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 & ENGINEERING FOR ELEMENTARY  1 HOUR
Activities in a lab format that supports the TECH 310 course. (Spring)
TECH 330 EXPLORING TECHNOLOGY 2 HOURS
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
Activities in a lab format that supports the TECH 330 course. (Spring)

TECH 331 INNOVATION & ENGINEERING DESIGN 2 HOURS
Prepares prospective teachers to teach a middle school course emphasizing engineering design activities to understand how criteria, constraints, and processes affect designs. Brainstorming, visualizing, modeling, constructing, testing, and refining designs will be studied. (Middle) (Summer)

TECH 331L INNOVATION & ENGINEERING DESIGN 1 HOUR
Activities in a lab format that supports the TECH 331 Course. (Summer)

TECH 371 TECHNOLOGY SYSTEMS 2 HOURS
Focus on content and processes associated with technological systems. Students apply systems concepts to design and problem solving activities. (Middle) (Summer)

TECH 371L TECHNOLOGY SYSTEMS 1 HOUR
Activities in a lab format that supports the TECH 371 course. (Summer)

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) (Summer)

TECH 391L FOUNDATIONS OF TECHNOLOGY 1 HOUR
Activities in a lab format that supports the TECH 391 course. (Summer)

TECH 394 INDEPENDENT STUDY 1-3 HOURS
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)

TECH 411 CURRICULUM & METHODS 2 HOURS
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. (Fall)

TECH 416 INNOVATIONS IN TECHNOLOGY 2 HOURS
Focuses on how technology is designed to meet particular needs and wants at a given time. Students develop abilities to design, use, maintain, and assess technology systems through simulations, prototyping, case studies, and group seminars that will engage the learner in developing solutions that lead to innovations. (Fall)

TECH 416L INNOVATIONS IN TECHNOLOGY 1 HOUR
This course consists of the activities in a lab format that supports the TECH 416 course. (Fall)

TECH 431 DESIGN FOR ENGINEERING 2 HOURS
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) (Fall)

TECH 431L DESIGN FOR ENGINEERING 1 HOUR
Activities in a lab format that supports the TECH 431 course. (Fall)

TECH 450 ENGINEERING THE FUTURE (STEM) 3 HOURS
This course focuses on a strong foundation in Physics and the opportunity to explore the social, historical, and environmental contexts of emerging technologies. Students develop a practical understanding of influences of society on future technological development. (With sufficient student demand)

TECH 456 INTELLIGENT MACHINES 2 HOURS
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. (Spring)

TECH 456L INTELLIGENT MACHINES 1 HOUR
Activities in a lab format that supports the TECH 456 course. (Spring)

TECH 471 TECHNOLOGY & ENTREPRENEURSHIP 2 HOURS
Application of 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)

TECH 471L TECHNOLOGY & ENTREPRENEURSHIP 1 HOUR
Activities in a lab format that supports the TECH 471 course. (With sufficient student demand)

TECH 478 TECHNOLOGY ASSESSMENT 2 HOURS
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) (Summer)

TECH 478L TECHNOLOGY ASSESSMENT 1 HOUR
Activities in a lab format that supports the TECH 478 course. (Summer)

TECH 491 SENIOR PORTFOLIO 1 HOUR
Assists 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)

TECH 495 SENIOR PROBLEMS 1-3 HOURS
The student demonstrates ability to draw upon his or her knowledge, and research skills obtained in the various courses to solve a problem of his or her selection. A significant research report is required. (By arrangement)

THEATRE

THEA 110 INTRODUCTION TO THEATRE ARTS 3 HOURS
An introduction to the principles and history of the theatre arts, including play analysis, acting, design, and directing. (Spring)

THEA 161 ACTING ONE 3 HOURS
Acquaints the students with basic stage movement and vocal performance techniques. (Fall)
THEA 201 THEATRE PRACTICUM  1-3 HOURS
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)

THEA 229 FUNDAMENTALS OF CREATIVE DRAMATICS  3 HOURS
Familiarizes teachers with dramatic materials and techniques that may be used in the classroom to stimulate students’ imagination and enhance the teaching of nearly all academic disciplines. (With sufficient demand)

THEA 270 STAGECRAFT  3 HOURS
A lecture and practical application covering basic design and challenges in preparing and presenting live theatre productions. (Fall, even years)

THEA 350 COSTUME & MAKEUP DESIGN  3 HOURS
Familiarizes students with various historical costume styles, the methods and materials for constructing them, and with theatrical makeup materials and methods of application. (Fall, odd years)

THEA 361 ACTING II - ADVANCED ACTING  3 HOURS
Familiarizes 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
The basic principles for preparing, rehearsing, and presenting a dramatic production. (Spring, odd years)

THEA 401 THEATRE WORKSHOP  1-3 HOURS
An advanced workshop in which students complete significant assignments in theatre production, including acting, directing, stage management and design. Prerequisite: At least junior status and previous experience or course work in theatre production. The number of credit hours granted at the discretion of the instructor. (Fall, Spring)

THEA 404 MUSICAL THEATRE  3 HOURS
Explores the history of Musical Theatre through performance techniques. Students will study acting, singing, and dancing styles specific to the American Musical Theatre, throughout the history of the genre. Movement and voice issues, as applied to performance, will be addressed. Pre-requisite: THEA 361 or instructor approval (Spring, odd years)

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
Gives 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 three 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)
Graduate Catalog

Office of Graduate Studies and Research

McFarland Hall 211

Director of the Office of Graduate Studies and Research: Terry Corwin, Ph.D., Assistant Vice President for Academic Affairs

Assistant: Misty Lindgren
800.532.8641 extension 37303
701.845.7303
FAX: 701.845.7305
graduate@vcsu.edu
www.vcsu.edu/graduate/

Dean of the School of Education and Graduate Studies: Gary Thompson, Ed.D., Professor
701.845.7197
Graduate Catalog 2010-2011

Academic Calendar
(Specific Add/Drop dates for each semester can be found at www.vcsu.edu/registrar.)

Fall Semester 2010

August
23 Registration/Classes start at 4:00 p.m.
24 First full day of classes

September
6 Holiday - Labor Day

November
9 & 10 Early Spring Registration
11 Holiday - Veterans Day
12 Spring Registration Opens

December
25 Holiday - Thanksgiving
26 Holiday - Day after Thanksgiving

Spring Semester 2011

January
10 Registration/Classes start at 4:00 p.m.
11 First full day of classes
17 Holiday - Martin Luther King Jr. Day

February
21 Holiday - Presidents Day

March
14-18 Spring Break
11 Application Deadline for Admission to Graduate Studies for Spring

April
5 & 6 Early Fall Registration
7 Fall Registration Opens

May
1 Last Day to Apply for Summer and Fall Graduation
9-13 Last Week of Classes/Finals Week
14 Commencement
17 Grades Due

Summer Semester 2011

May
23 Graduate Summer Semester Begins

July
4 Holiday
19 Grades Due
24 Application Deadline for Admission to Graduate Studies for Fall
2011-2012
Academic Calendar
(Specific Add/Drop dates for each semester can be found at www.vcsu.edu/registrar.)

Fall Semester 2011

August
22  Registration/Classes start at 4:00 p.m.
23  First full day of classes

September
5   Holiday - Labor Day

November
8 & 9 Early Spring Registration
10  Spring Registration Opens
11  Holiday - Veterans Day
12  Holiday - Thanksgiving
25  Holiday - Day after Thanksgiving

December
1   Last Day to Apply for graduation
10 Application Deadline for Admission to Graduate Studies for Spring
12-16 Last Week of Classes/Finals Week
20  Grades Due

Spring Semester 2012

January
9   Registration/Classes start at 4:00 p.m.
10  First full day of classes
17 Application Deadline for Admission to Graduate Studies for Spring
12-16 Last Week of Classes/Finals Week
20  Grades Due

February
20  Holiday - Presidents Day

March
12-16 Spring Break

April
3 & 4 Early Fall Registration
5   Fall Registration Opens
9   Holiday
21 Application Deadline for Admission to Graduate Studies for Summer

May
1   Last Day to Apply for Summer and Fall Graduation
7-11 Last Week of Classes/Finals Week
12 Commencement
15 Grades Due

Summer Semester 2011

May
21 Graduate Summer Session Begins

July
4   Holiday
17 Grades Due
23 Application Deadline for Admission to Graduate Studies for Fall
GENERAL INFORMATION

The Degree Program
Valley City State University’s School of Education and Graduate Studies offers a Master of Education degree (M.Ed.) with four specific areas of concentration. This online program may be completed in two years over six semesters.

Accreditation
Valley City State University is fully accredited by the Higher Learning Commission of the North Central Association. This accreditation was extended in 2005 to include the Master of Education with concentrations in Library and Information Technologies, Teaching English Language Learners, Teaching and Technology, and Technology Education. In 2009 the National Council for the Accreditation for Teacher Education (NCATE) granted its approval to the advanced preparation level. The next NCATE visit will take place in fall 2015.

Master of Education Degree
The Master of Education degree (M.Ed.) is designed for individuals who have experience in the field of education. Concentrations currently available include Library and Information Technologies, Teaching English Language Learners, Teaching and Technology, and Technology Education. The concentrations each require a core of four education courses and a varying number of required credits in the concentration. Options in English Education, Elementary Education, and Teaching and Learning are also available in the Teaching and Technology Concentration.

Student Responsibility
It is the responsibility of each graduate student to understand the graduate policies and procedures and to maintain the standards for graduate study at Valley City State University.

Graduate Faculty
Membership to graduate faculty status recognizes the faculty members’ teaching and research qualifications which enable them to conduct graduate level instruction and supervise graduate student research and scholarship. The graduate faculty is expected to contribute to the advancement of knowledge, the practice of teaching, and service to the institution and discipline. Graduate faculty have an appropriate terminal degree (or equivalent), successful teaching experience, and continuing evidence of scholarly achievement and professional activity in their discipline.

Graduate Council
The Graduate Council derives its powers from the Constitution of the Valley City State University Faculty Association. All matters impacting graduate education will be conducted in accordance with the policies of the Faculty Association constitution and Graduate Council. Graduate Council is the graduate unit policy making body. The Director of the Office of Graduate Studies and Research is the Chair.

ADMISSION

Admission to VCSU Graduate Studies
Admission to Graduate Studies at Valley City State University requires a baccalaureate degree from a regionally accredited institution with a minimum 3.0 grade point average on a 4.0 scale. Official transcripts must be sent directly from the college or university that issued the credit or the baccalaureate degree to the Office of Graduate Studies and Research.

Program Admission Procedures
Applicants must submit to the VCSU Office of Graduate Studies and Research an Application for Admission, official transcripts, letters of recommendation, and a written statement of professional goals. The applications, letters of recommendation, and written statement can be completed online through the VCSU website. Official transcripts should be sent directly from the institutions attended to the VCSU Office of Graduate Studies and Research. It is the applicant’s responsibility to ensure that all admission documents are received in the Office of Graduate Studies by specified deadlines. All credentials submitted by or on behalf of an applicant become the property of VCSU. Once an application has been submitted, applicants should notify the Office of Graduate Studies and Research of any change in plans regarding enrollment at VCSU. Application materials must be received at least 30 days before classes begin for the fall, spring and summer terms.

A complete application includes:
- the application form
- official transcripts from each college or university attended
- three letters of recommendation
- Resume
- a written statement of professional goals in light of your philosophy including a description of your preparation in the field of education
- application fee check, money order, credit card or online payments for exact amount of application fee

Program Provisional Admission
Students may be admitted with provisional status when not all requirements for admission are met, or their GPA is below 3.0 but other materials show potential. Applicants with a GPA below 3.0 must submit scores from at least one examination such as the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), the Praxis II - Principles of Learning and Teaching, or National Teaching Board for Professional Standards. Scores will be used to assess students’ previous educational achievement levels and to evaluate their potential for meeting the demands of coursework at the graduate level.

- The concentration faculty may make a recommendation to the administrator of the Office of Graduate Studies and Research for Provisional Admission. Accompanying the recommendation will be specific standards of performance that must be satisfied for a change to full graduate status. Students admitted under Provisional status may not earn more than nine (9) semester hours of graduate credit in this status.
Students admitted with full admission will be given academic probation and assigned provisional status if their cumulative grade point average drops below 3.0 after completing nine (9) semester hours in the program.

Canadians complete the above listed Program Admission Procedure.

**International Students**

In addition to all other required admission materials, the following must also be completed:

- Official academic transcript certifying a four-year baccalaureate degree from an accredited college or university.
- All foreign credentials must be officially translated into English.
- All academic credentials must be either original records or certified copies of original records. Non-certified photocopies are not acceptable.
- Official Test Scores from TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score on the paper-based test (PBT) is 525 or 70 for the internet-based test (iBT). Go to www.ets.org for information on the TOEFL.

**TYPES OF ADMISSION**

**Full Admission**

Regular admission is granted when

- the applicant holds a bachelor’s or an advanced degree from an accredited institution.
- the applicant has no deficiencies in the chosen area of study.
- the applicant meets all program admission requirements.

**Provisional Admission**

Provisional admission may be granted

- by recommendation of the administrator of the Office of Graduate Studies and Research and the concentration representative.
- if the student has program deficiencies. Graduate courses may be taken to fulfill efficiencies but will not apply to the degree.
- when an official undergraduate or graduate transcript has not been received but completion of a bachelor’s degree has been confirmed.
- when undergraduate GPA below 3.0 and required.

**Non-Degree Admission**

Individuals who desire to pursue study beyond the baccalaureate degree for professional growth and improvement of skills but not to work toward an advanced degree objective may be admitted as non-degree graduate students under the following conditions:

- the applicant must complete an application form.
- the applicant must hold a bachelor’s degree from a regionally accredited institution.
- the applicant must pay an application fee by check, credit card, money order or online payment for exact amount of application fee.
- the applicant must have the prerequisite courses or background/experience necessary for the course or courses in which they desire to enroll. This may require consultation and approval from course instructors.
- the applicant must be approved by the Office of Graduate Studies and Research.

Students enrolled with Non-Degree status may subsequently be considered for admission to Graduate Studies and Research to pursue an advanced degree. Such a change in status may be accomplished for a subsequent term submitting a new application to The Office of Graduate Studies and Research as a degree-seeking student and completion of all other requirements. No more than nine (9) credits earned in the non-degree status may be used to fulfill graduate degree requirements if approved by graduate faculty from a program concentration, the concentration representative, and the administrator of the Office of Graduate Studies and Research.
Appeal of Admission Denial

Applicants to a graduate academic program may appeal decisions on their admission status by petition. The petition is available from the Office of Graduate Studies and Research website (www.vcsu.edu/graduate) under Resources and Forms.

The petitions must be submitted to the administrator of the Office of Graduate Studies and Research. The administrator of the Office of Graduate Studies and Research will process the petition with the Graduate Council and notify the applicant of the result in a timely manner.

PROGRAM ADVISING

The concentration representative, with approval of the administrator of the Office of Graduate Studies and Research, will make an initial advisor assignment.

The advisor will
- guide the student in formulation of the Degree Plan.
- approve research proposal report.
- provide guidance related to the credit transfer, IRB requirements, portfolio progress, and timely completion of the Degree Plan.
- communicate with the student concerning his/her fulfillment of requirements for the degree.

All degree-seeking students should work closely with their program advisors to prepare a Degree Plan (plan of study).

GRADUATE POLICIES & PROCEDURES

Once admitted the student is expected to maintain a high level of academic achievement. The graduate degree is a defined program of courses, research, and practice offered by a department, division, school, or multiple units that focuses on a field of study. Any deviation from the courses, research, or practice must be appealed by petition. The petition is obtained from the Office of Graduate Studies and Research or the graduate website and submitted to the advisor and the administrator of the Office of Graduate Studies and Research who will process the petition.

SCHOLASTIC STANDING

A student shall be permitted to register for graduate study only after formal admission.

Definition of Full, Half and Part-time: A full-time student is defined as one enrolled in at least nine (9) graduate credit hours in Fall, Spring, or Summer terms. Part-time is considered anything less than stated previously. Half-time is defined as five (5) graduate credit hours in Fall, Spring, or Summer terms.
Credits

Maximum Term (Semester) Load

The per semester credit hour limit for a graduate student is 12 semester hours for fall and spring and 12 semester hours per summer term. The per semester credit hour limit for a graduate student is 12 semester hours. For an over load request please complete the Petition for the Appeal of a Graduate Policy.

Continuous Enrollment

All enrolled students pursuing a Master’s degree will maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registration during each semester (fall, spring, and summer) of the academic year until the degree is attained or until status as a degree-seeking graduate student is terminated through an official University withdrawal.

With continuous enrollment, graduate students will have “active” status until the degree is conferred and have the option of continuous access to University services and resources – such as financial aid, advisor assistance, and information resources – throughout their graduate careers. Continuous enrollment credit does not count toward graduation requirements.

Minimum registration: Unless on approved Leave of Absence, a student must be enrolled in a minimum of one semester hour each semester until his/her degree is granted or the student’s status as a degree seeking student is terminated.

Leave of Absence

On-leave status is available to students who need to suspend their program of study. On-leave status is granted in cases where the student demonstrates good cause (e.g. illness, temporary departure from the University for employment, military service, family issues, financial need, personal circumstances). A graduate student may request a maximum of three academic terms of leave including summer semester during the course of study for the degree. The time spent in approved on-leave status will be included in the seven-year time limit for completing requirements to the master’s degree.

A student with approved on-leave status is not required to pay tuition or fees or register for the one credit of continuous enrollment. On-leave status does not provide the student with University resources. Approval of the advisor, program administrator, and the administrator for the Office of Graduate Studies and Research are required.

A student who does not enroll in a minimum of one semester hour or apply for and receive on-leave status fails to maintain continuous enrollment. Failing to maintain continuous enrollment through minimum credit registration or the on-leave status will cause the student to relinquish his or her graduate standing in the University.

Reinstatement

A student who wishes to have graduate standing reinstated will be required to file a Graduate Readmission form and pay any fees required. Acceptance to return to the graduate program is not guaranteed. The reinstatement procedures are dictated by the period of absence from enrollment.

Three Semesters or Less: The student completes the Graduate Readmission Form, and if approved, must pay any fees required before reinstatement.

More than Three Semesters: The student is considered a new applicant, and new supporting materials and fees are required. The applicable standards are those in effect when the student applies for readmission. Course work more than seven years old will not be counted toward a graduate degree.

Change of Program

A change of program is required when a student wishes to leave the current academic department/concentration to seek a degree in a different department/concentration. Questions regarding a Change of Program can be made by contacting the advisor or the Office of Graduate Studies and Research.

Transfer of Graduate Credits

Applicants once admitted may petition for transfer of graduate credit earned at another regionally accredited institution. The course work must conform to the time limits and grade expectations for course work counted toward the degree at VCSU. The petition is available on the graduate website and is submitted to the advisor and administrator of the Office of Graduate Studies and Research who will process the petition. Credit counted toward the degree from VCSU though transfer from other regionally accredited institutions

• may not exceed nine (9) credits required for the degree.
• must be completed within a seven (7) year time limit. The time begins with the beginning of the semester when first course counted toward the degree is completed to the end of the semester when the last course counted toward the degree is completed.
• must have been earned from a U.S. or Canadian institution accredited to offer graduate courses and degrees. (Credits from international institutions can be transferred only if approved by a departmental committee.)
• must be graduate level.
• must not be continuing education, correspondence, extension, or workshop course or Pass/Fail Satisfactory/Unsatisfactory.
• must not have been used to fulfill the requirements of a baccalaureate degree.

GRADE REQUIREMENTS

GPA Requirement

Graduate students must maintain an overall graduate GPA of 3.0. A student falling below this minimum after nine (9) semester hours will be placed on academic probation and assigned Provisional status.

Passing Grade

The minimum passing grade for graduate credit is a ‘C’. No more than six (6) semester hours of ‘C’ graded credit may be applied toward the degree. ‘D’ graded graduate credit may not be applied toward the degree.
Program Requirement
The student must successfully complete a minimum of 32 graduate semester credits in an approved plan of study and maintain an overall graduate GPA of 3.0. A student falling below this minimum after nine (9) semester hours will be placed on academic probation and assigned Provisional status.

Incomplete Grades
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.

Repeating a Course
Any course previously taken for which the grade received was below a ‘B’ may be repeated once. All repeats will be recorded along with the initial attempt. The second grade becomes the grade of record and replaces the first in computing overall GPA. Only two (2) graduate courses, prerequisite and/or required, may be repeated to satisfy completion of the degree.

Academic Probation
Graduate students placed on academic probation and assigned Provisional status must raise their overall GPA to at least a 3.0 within the next nine (9) graduate credit hours taken; if not the student will be dismissed from the program/institution.

Notification of Degree Requirement Changes
It is VCSU’s responsibility to inform active and potential students of changes to the degree requirements. Students must be given sufficient notification so as to allow them to finish their program requirements. When this is not possible, substitutions must be provided.

Research Approval
Research Involving Human, Biohazard, or Animal Subjects
Disquisitions which involve research using human, animal, or biohazard subjects will not be approved by Office of Graduate Studies if such research has not been previously approved by the Institutional Review Board (IRB).

REGISTRATION
Office of the Registrar
800.532.8641 extension 37295
701.845.7295
http://www.vcsu.edu/registrar/

Registration
Students are expected to contact their advisors before registering. Registration for classes occurs online through ConnectND in the term prior to the semester those classes begin. The registration process is not complete until all fees are paid.

Adding or Dropping a Course
Course schedule changes may be processed in Campus Connection (online student self-service) through the tenth calendar day of the fall term and the eleventh calendar day of the spring term. After the tenth calendar day of the fall term or the eleventh calendar day of the spring term, course schedule changes must be processed by submitting a Drop/Add card with appropriate signatures to the Office of the Registrar.

Add: A student may add a semester-length course through the tenth calendar day of the fall term and the eleventh calendar day of the spring term. Courses within a shorter session and the summer term will have a proportional last day to add. Specific add dates for the term and each session can be found at www.vcsu.edu/registrar/.

Drop with No Record: A student may drop a semester-length course and no record of the course will appear on the student’s transcript if the drop is processed on or before the tenth calendar day of the fall term and the eleventh calendar day of the spring term. Courses within a shorter session and the summer term will have a proportional last day to drop with no record. Specific drop with no record dates for the term and each session can be found at www.vcsu.edu/registrar/.

Drop with Record: A student may drop a semester-length course at any time during the first twelve weeks of the semester. A grade of “W” will be recorded on the student’s transcript if the drop is processed on or before the tenth calendar day of the fall term and the eleventh calendar day of the spring term. Courses within a shorter session and the summer term will have a proportional last day to drop with a record. Specific drop with a record dates for the term and each session can be found under at www.vcsu.edu/registrar/.

No course schedule changes are permitted after the Drop/Add deadlines except in highly unusual circumstances. Such changes require the student to submit a petition to the Academic and Scholastic Standing Committee for a decision on whether or not the change will be permitted.

Drop/Add cards and Petitions are available in the Office of the Director of Student Academic Services.

Withdrawal from the University
If for any reason a graduate student finds it necessary to withdraw from Valley City State University during the semester, an official withdrawal form must be signed by his/her advisor and filed with the Office of the Registrar and the Office of Graduate Studies and Research. The last day to withdraw from the university is the last business day of the twelfth week of classes. The withdrawal form is available on the graduate website (www.vcsu.edu/graduate) under Resources and Forms.
Family Education Rights and Privacy Act (FERPA)

As custodian of student records and 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 with 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 Office of the Registrar.

Student records maintained by the university fall into two general categories—directory information and educational records.

Directory Information

a. Directory information is information concerning a student which may be released publicly. It includes the following: the Student’s name, address, e-mail address, telephone number, date and place of birth, major and minor field of study, class level, enrollment status, participation in officially recognized activities and sports, weight, height and photos of members of athletic teams, photographs, video and electronic images, dates of enrollment, degrees and honors/awards received, date degree earned and name(s) of previous educational institution(s) attended by the student.

b. Students may request that any or all of their directory information not be made public by completing a form in the Office of the Registrar between 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.

FERPA privileges cease upon the death of a student. A written and signed request from the decedent’s parent, guardian or spouse is required for release of this information. FERPA privileges end when an individual is no longer a student.
FINANCIAL AID

Student Financial Aid
800.532.8641 extension 37412
701.845-7412
http://www.vcsu.edu/financialaid/

Education is the foundation upon which this country continues to build. Valley City State University serves as a vital link in this process by complying with federal regulations to enable graduate students to receive consideration for aid in achieving their goal. Applicants are eligible for consideration in regard to the Federal Stafford loan (both subsidized and unsubsidized).

*At this time it is still undetermined if VCSU will need to change to Direct Lending, but are prepared to do so if necessary.

Application Period and Deadline

The application period begins January 1 of each year for the following academic year. In order to have all paperwork completed on time, it is recommended that applicants start the application process at least three months before a semester starts. In order to apply for aid, applicants should first have a PIN # (which serves as an electronic signature) and can be applied for at: www.pin.ed.gov. Once the PIN is obtained, one can apply for aid online at: http://www.fafsa.ed.gov.

Eligibility

In order to receive aid, students must meet Satisfactory Progress requirements published on the VCSU Financial Aid website.

Types of Financial Aid

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 $8,500 per year.

Federal Unsubsidized Stafford Loan

Valley City State University students may be eligible to borrow funds through this federal program to help cover the expected family contribution or help meet unmet need. Interest does accrue while enrolled. This program makes available loans up to $10,000 per year (no loan can exceed the estimated budget for enrollment).

ALLEN MEMORIAL LIBRARY

701.845.7277
800.532.8641, extension 37277
FAX: 701.845.7284
Email: library@vcsu.edu
http://library.vcsu.edu

ALLEN MEMORIAL LIBRARY

The university’s library is located at the heart of the VCSU campus, between McFarland Hall and the Student Center. While many of the library resources are online and accessible 24 hours a day, print and media items, access to printers and other equipment, and reference assistance is available six days a week, when the library building is open. The building - like many others on campus - provides building-wide wireless access to the Internet, a student lounge and meeting areas, a classroom on second floor, and several listening areas with a variety of multimedia equipment. Building hours during the academic year are 7:45 am to 11:00 pm, M-Th. 7:45 am to 4:00 pm, Friday and from 5:00 to 11:00 pm, Sunday. Hours during holidays and during the summer may vary. Please phone.

To support the overall mission of Valley City State University, Allen Memorial Library personnel provide access to resources through expedited cataloging and technical processing procedures, information literacy instruction at point of need and informal educational settings, an efficient interlibrary loan system, and a customized request-for-purchase system that fills over 90% of suggestions for purchase. Professional reference services are available from 9:00 am to 3:00 pm, Monday through Friday and via email, online and phone.

The Library’s web site, at http://library.vcsu.edu, provides customized access points for both distance and on-campus students in the form of a variety of resources including links to the state-wide OPAC via the Aleph interface, both state and federal government documents, online eBooks, eReserves, electronic journals, and many other resources. On-campus access to all resources is IP authenticated, while members of the VCSU community from a distance can access the subscription resources through a simple remote authentication process using the Blackboard portal information.

The lower level of Allen Memorial Library houses the Curriculum Library which supports the University’s undergraduate and graduate library education programs as well as the Teacher Education program. It provides a representative collection of pre-school through high school instructional resources including textbooks and instructional multi-media, along with children’s fiction and non-fiction books. In addition, the library cooperates with the Valley City Area Teacher Center and the South Central Education Cooperative (SCEC).
The bookstore, housed in the Student Center, is able to meet all textbook needs. Textbooks can be shipped directly to the student. Visit the website or call 800-532-8641, extension 37209, to order. Be prepared to provide course, shipping, and payment information.

In addition to textbooks, the bookstore carries a variety of trade books, office supplies, giftware, and apparel. Questions or comments may be directed to bookstore@vcsu.edu.

INFORMATION TECHNOLOGY
800.532.8641 extension 37330
701.845.7330
http://itc.vcsu.edu/

HELP DESK
800.532.8641 extension 37340
701.845.7340

Help Desk Technical Support
The VCSU Help Desk located in VCSU Rhoades Science Center 119 provides technical support for computers, computer networking, telephone, and interactive video services. The VCSU Help Desk is available for phone and walk-in support approximately 13 hours per day, Monday-Thursday and 8 hours on Friday. A North Dakota University System Help Desk provides additional phone support for approximately 16 hours per day, seven days per week, except holidays.

Personal Web Portal
All registered students have access to a personalized web-based portal. The portal organizes web-based services and provides a single point of access to email, a personal calendar, custom technical support documents, VCSU news and information, personal web site and file storage space, software downloads, and class information. Students have access to these services anytime, anywhere, on any computer with a modern web browser and network connectivity.

Online Learning Management System
All VCSU classes use an LMS (Learning Management System) to enhance student learning. The LMS includes tools for course handouts, announcements, group and private discussions, test administration, internet links, and delivery of course content. The typical classroom course uses one or more of the tools, while totally online classes use all of the available tools. An internet link to each online course a student is registered for automatically appears within the student’s personal web portal.

IP Telephony and Unified Messaging
All VCSU employees and students have an IP (internet protocol) telephone extension and a Microsoft Exchange account. A special Cisco Systems “software phone” is available at no extra charge for all registered students. The software phone turns an ordinary computer into a sophisticated video phone that can be used to contact other users. Cisco System “Presence Detection” allows a user to see when another user can be contacted and the communication means available, e.g., voice call, video conference, chat, or voicemail. Calls and messages between users can be placed anywhere in the world without incurring long distance fees. Voice mail messages appear in the user Microsoft Exchange account along with email messages.

Web Conferencing
Faculty and students use a web conferencing system to allow guest speakers and students located at distant locations to participate in a live session. The system is occasionally used for general student advising and communication purposes. Users can collaborate via chat, voice, video, information appearing on the computer screen, and an electronic whiteboard.

Class Recordings
Some classes use a recording system to capture voice, computer, and video information. The system is used by faculty to create reusable multimedia resources and store them in the online learning management system.

Software Licensing and Distribution
VCSU obtains institutional site licenses for a variety of professional software. Microsoft Office Professional and antivirus software is available to all registered students. Other software is distributed to users based on the unique needs of learners and courses. The software is professionally installed on University owned computers, or it may be distributed to distance learners for use installation on their personally owned computers. Reference the section on Notebook Computers for additional software available on VCSU owned computers.

Internet Access to Electronic Library Subscriptions
Web based servers provide registered students with convenient access to nearly all of the subscription based, electronic journals of the VCSU Library. This service extends valuable library resources to online students and to students studying off campus.

Campus Connection for Administrative Computing
Campus Connection is a North Dakota University System administrative computing service that provides all students with internet access to class registration, class schedules, grades, administrative computing service that provides all students with internet access to class registration, class schedules, grades, fee statements, and financial aid award statements.

Notebook Computers
Depending on the amount of technology fee paid as part of normal course registration, some graduate students qualify to receive a notebook computer on a full-time basis at no extra charge. If they do not qualify under the no-additional-fee provision, graduate students may elect to pay an additional fee in order to have a computer issued to them on a full-time basis. The rules and process for full time computer access is available at the VCSU Help Desk or online at http://www.vcsu.edu/cmsfiles/216/rentalbu_plpr39.pdf

Technology Requirements for Online Coursework
See the Distance Learning website for specific PC and Mac requirements at http://distancelearning.vcsu.edu.
GRADUATION REQUIREMENTS

Completing Credits
Students must successfully complete a minimum of 32 graduate semester credits with course grades received of A, B, C, S in an approved plan of study to be eligible for graduation.

Transfer Credits
Students may not transfer more than nine (9) credit hours required for the degree.

Degree Requirements
Students must successfully complete course requirements, a research report, a final comprehensive portfolio, and any other program concentration requirements.

Grade Point
Students must attain a minimum overall graduate grade point average of 3.0 with no more than two (2) course repeats. No course may be repeated more than once.

Application for Graduation
Application for graduation must be made to the Office of Graduate Studies and Research. Students must apply for graduation according to the dates established by VCSU. See Catalog calendar.

Time Limit
The time elapsed from the beginning of the first course applied toward degree requirements to the degree awarded date will not exceed seven (7) years.

DUE PROCESS

Waiver of Admission Status
Applicants to a graduate academic program may appeal decisions on their admission status by petition. The petition will be obtained on the graduate website and submitted to the administrator of the Office of Graduate Studies and Research. The applicant should consult with the administrator of the Office of Graduate Studies and Research. The administrator of the Office of Graduate Studies and research will process the petition with the Graduate Council and notify the applicant of the result in a timely manner.

Waiver of Regulations
A graduate student may appeal a graduate policy by petition. The petition will be obtained from graduate website and be submitted through the advisor and to the administrator of the Office of Graduate Studies and Research. The graduate student should consult with the administrator of the Office of Graduate Studies and Research. The administrator of the Office of Graduate Studies and Research will process the petition with the Graduate Council and notify the petitioner of the result in a timely manner.

MASTER OF EDUCATION PROGRAM

Program Description
The Master of Education (M.Ed.) degree is a practitioner-oriented degree, designed for practicing teachers. The program requires four core courses which provide students with the foundation for educational research and graduate study in education. Four concentrations are available: Library and Information Technologies, Teaching English Language Learners, Teaching and Technology, and Technology Education.

The design of the Master of Education program provides graduate students with six Core Values that illustrate the learning outcomes for graduate students. The program prepares and assesses its graduates in these areas while preparing them to effectively enrich their student’s learning.

Core Values/Learning Outcomes
1. Effective use of Instructional Technologies
2. Expertise in Research, particularly Action Research
3. Expertise in Assessment
4. Supervisor/Leader/Coach
5. Expertise in Curriculum/Instruction
6. Diversity/Global Awareness

The program’s Core Values and National Board of Professional Teaching Standards lay the broad foundation for the overall program design. Specific objectives are then addressed in each course, based on its curriculum. At the course level, the required projects and activities provide a rich and diverse collection of opportunities for assessment of student knowledge and understanding by the professor.
Concentration in
Library and Information Technologies (LIT):

Valley City State University (VCSU) has designed this concentration for teachers at either primary or secondary levels wishing to pursue a master’s degree. The curriculum is designed to meet both the AASL/NCATE (American Association of School Librarians/National Council for Accreditation of Teacher Education) School Library Media Specialist Preparation Standards and the North Dakota Department of Public Instruction standards for the preparation of library media specialists at the highest credential level—LM01.

Concentration Requirements

The Master of Education in Library and Information Technologies requires 37 hours of coursework, an action research report, and oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All students are required to complete 12 hours of core courses:

**Core Required Courses**

- EDUC 610  Research in Education  3 hours
- EDUC 625  Issues in School, Community, and Family  3 hours
- EDUC 640  Supervision and Assessment of Teachers and Learners  3 hours
- EDUC 657  Exceptionality, Diversity, and Differences  3 hours

In addition to the core courses and introductory work, students will complete 25 hours of required coursework to meet the outlined program standards selected from the following:

**Concentration Required Courses**

- LMIS 659  Emerging Technologies and the SLM Program  3 hours
- LMIS 664  Literature and Literacy for Children and Young Adults  3 hours
- LMIS 670  Integrating Information Literacy and Research Standards  3 hours
- LMIS 675  Obtaining and Organizing Information Resources  3 hours
- LMIS 680  Using Information Resources  3 hours
- LMIS 687  Administering and Evaluating Program Resources  3 hours
- LMIS 688  Collaboration, Management and Leadership  3 hours

**Special Program Requirements**

- LMIS 689  Research Applications  1 hour
- LMIS 698  Capstone  2 hours

Concentration in
Teaching English Language Learners (ELL):

Capitalizing on the university’s excellent reputation and historic role in teacher preparation this concentration serves teachers who seek the ELL endorsement at the graduate level. The program meets the requirements of the North Dakota Education Standards and Practices Board (ESPB), offers a viable online graduate program option to teachers outside the state seeking to improve their credentials, and enhances the educational opportunities for teachers in reservation school districts and tribal colleges in the region by providing graduate-level ELL content embedded in a master’s degree.

Concentration Requirements

The Master of Education in English Language Learners requires 34 hours of coursework, an action research report, and the oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research, and technology. All M.Ed. students are required to complete 12 hours of core courses.

**Core Required Courses**

- EDUC 610  Research in Education  3 hours
- EDUC 625  Issues in School, Community, and Family  3 hours
- EDUC 640  Supervision and Assessment of Teachers and Learners  3 hours
- EDUC 657  Exceptionality, Diversity, and Differences  3 hours

In addition to the core courses, students will complete the following 19 hours of required courses.

**Required Courses**

- EDUC 660  Authentic Assessment Strategies and Evaluation of ELLs  2 hours
- EDUC 663  Methods of Teaching English and Academic Content to ELLs  2 hours
- EDUC 670  Second Language Theory and Practice  2 hours
- EDUC 673  Foundations of Bilingual Education and Bilingualism  2 hours
- EDUC 685  Action Research  2 hours
- EDUC 693  ELL Practicum  2 hours
- ENGL 653  Language and Culture  3 hours
- ENGL 673  Linguistics for ELL Teachers  3 hours

**Special Program Requirements**

- EDUC 689  Research Application  1 hour
- EDUC 698  Capstone  2 hours

These courses are designed to support the student in completing graduation requirements culminating in the program’s core values as outcomes.
Concentration in Teaching and Technology (T &T):

VCSU has designed this concentration for teachers at either primary or secondary levels wishing to pursue a master’s degree. It is a unique program, not only in the state, but also in the country. Curriculum focuses on the use of technologies to enrich teaching and learning and provides content specific course work in some subject areas. Curriculum in this concentration is set up to provide students with and understanding of the National Educational Technology Standards (NETS) as defined by the International Society for Technology in Education (ISTE).

Concentration Requirements

The Master of Education in Teaching and Technology requires 32-35 hours of coursework, an action research report, and an oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All M. Ed. students are required to complete 12 hours of core courses and three hours of Special Program courses.

Core Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610 Research in Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 625 Issues in School, Community, and Family</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 640 Supervision and Assessment of Teachers and Learners</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 657 Exceptionality, Diversity, and Differences</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Special Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 689 Research Application</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 698 Capstone</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

These courses are designed to support the student in completing graduation requirements culminating in the program’s core values as outcomes.

Students must select one of the following options to complete the concentration in Teaching and Technology.

Option 1: Teaching and Learning

In addition to the core courses, students will complete the following 11 hours of required courses plus 6 hours of electives.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 635 Technology for Learning</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 650 Field Design and Implementation</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 675 Teaching with 21st Century Tools</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 685 Action Research in Education</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 630 Principles of Teaching and Learning</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 665 Learning Theory and Instructional Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 694 Independent Study</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>EDUC 699 Special Topics</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>TECH 660 Design for Engineering</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 665 Invention and Innovation</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 670 Design, Technology and Engineering for Elementary</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Option 2: Elementary Education

In addition to the core courses, students will complete the following 8 hours of required courses plus 12 hours of Elementary Education courses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 650 Field Design and Implementation</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 675 Teaching with 21st Century Tools</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 685 Action Research in Education</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Elementary Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 631 Principles for Teaching &amp; Learning in Elementary</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 664 Literature &amp; Literacy for Children and Young Adults</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 667 Literacy as Communication in Elementary</td>
<td>3 hours</td>
</tr>
<tr>
<td>TECH 670 Design Technology and Engineering for Elementary</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Option 3: English Education

In addition to the core courses, student must complete 8 hours of required courses and 12 hours of English Education courses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 650 Field Design and Implementation</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 675 Teaching with 21st Century Tools</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 685 Action Research in Education</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

English Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 650 Studies in Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 653 Language and Culture</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 664 Literature &amp; Literacy for Children and Young Adults</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 673 Linguistics for ELL Teachers</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
Concentration in Technology Education (Tech Ed):

Valley City State University (VCSU) has designed this concentration for primary and secondary level educators who are interested in teaching Technology Education, a field that currently faces a substantial nationwide shortage of qualified teachers. Curriculum in the courses is set up to be consistent with the Standards for Technological Literacy defined by the International Technology Education Association (ITEA).

Concentration Requirements

The Master of Education in Technology Education requires 36 hours of coursework and an oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research, and technology. All M. Ed students are required to complete 12 hours of core courses:

<table>
<thead>
<tr>
<th>Core Required Courses</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education 3 hours</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family 3 hours</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners 3 hours</td>
</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences 3 hours</td>
</tr>
</tbody>
</table>

In addition to the core courses, students will complete the following 15 hours of required courses plus six hours of electives.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 650</td>
<td>Standards-Based Curriculum and Methods 3 hours</td>
</tr>
<tr>
<td>TECH 660</td>
<td>Design for Engineering 3 hours</td>
</tr>
<tr>
<td>TECH 665</td>
<td>Invention and Innovation 3 hours</td>
</tr>
<tr>
<td>TECH 670</td>
<td>Design, Technology, and Engineering for Elementary 3 hours</td>
</tr>
<tr>
<td>TECH 675</td>
<td>Research and Assessment in Technology Education 3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 635</td>
<td>Technology for Learning 3 hours</td>
</tr>
<tr>
<td>EDUC 655</td>
<td>STEM Curriculum &amp; Methods Elementary 3 hours</td>
</tr>
<tr>
<td>TECH 680</td>
<td>Building Math (STEM) 3 hours</td>
</tr>
<tr>
<td>TECH 682</td>
<td>Engineering the Future (STEM) 3 hours</td>
</tr>
<tr>
<td>TECH 684</td>
<td>Advanced Design Applications 3 hours</td>
</tr>
<tr>
<td>TECH 686</td>
<td>Advanced Technological Applications 3 hours</td>
</tr>
<tr>
<td>TECH 688</td>
<td>Safety and Management in the Technology Laboratory 3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Program Requirements</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 689</td>
<td>Research Applications 1 hour</td>
</tr>
<tr>
<td>TECH 698</td>
<td>Capstone 2 hours</td>
</tr>
</tbody>
</table>

These courses are designed to prepare educators to implement a standards-based program in Technology Education, to conduct research, and to share knowledge with the profession.
EDUC 610 RESEARCH IN EDUCATION 3 HOURS
Provides an overview of research techniques and methodologies. Covers measurement concepts and statistical analysis in educational research, current theory and practice of qualitative and quantitative research design, and research-based applications to improve student learning.

EDUC 625 ISSUES IN SCHOOL, COMMUNITY & FAMILY 3 HOURS
Explores the shaping of education in America by law and the legal system. Covers the current legal and educational issues of equal educational opportunities, treatment of students with disabilities, English Language Learners, school effectiveness and reform, school finance, and philosophy. Focuses on administrative leadership and technologies that develop, maintain, and enhance effective approaches in working with schools, faculty and staff, students, parents, and community members from diverse backgrounds.

EDUC 630 PRINCIPLES OF TEACHING & LEARNING 3 HOURS
Examines several models of instruction for building effective teaching practice to meet diverse learning needs. Covers the psychological aspects of teaching and how effective teaching assists the learning process. Explores and integrates multiple intelligences, learning styles, and cooperative learning with technology in the context of implementation into instruction, curriculum, and assessment. Covers information processing and cognitive skills development, classroom management, motivation, and assessment of student learning.

EDUC 631 PRINCIPLES OF TEACHING AND LEARNING IN ELEMENTARY 3 HOURS
Examines several models of instruction for building effective teaching practice in the elementary classroom to meet diverse learning needs. Covers the psychological aspects of teaching in the elementary classroom and how effective teaching assists the learning process. Explores multiple intelligences, learning styles, and cooperative learning are explored and integrated with technology in the context of implementation into instruction, curriculum, and assessment. Units of instruction include instructional design and cognitive skills development, methods of questioning, classroom management, motivation, and assessment of student learning.

EDUC 635 TECHNOLOGY FOR LEARNING 3 HOURS
Provides knowledge and skills necessary for effective use of current instructional technologies in order to enhance learning and contribute to positive school change that supports a learner-centered environment. Focus is on applying theory, research, and practice to instruction planning and curricular improvement within the context of the learning community, as well as examining related social, equity, ethical, and legal issues.

EDUC 640 SUPERVISION AND ASSESSMENT OF TEACHERS AND LEARNERS 3 HOURS
Provides multiple means of assessing and evaluating diverse student learning including technology, theory, and practice. Explores types of assessments that motive students to learn, as well as approaches to planning, managing, delivering, and assessing instruction that draw on social, cultural, and historical foundations. Prepares educators for leadership roles in schools.

EDUC 650 FIELD DESIGN & IMPLEMENTATION 3 HOURS
Explores ways to integrate technology into K-12 classrooms and develop projects that use technology to improve student learning.

EDUC 655 STEM CURRICULUM & METHODS ELEMENTARY 3 HOURS
Provides elementary teachers an understanding of the evolution, philosophy, methods, character and purpose of each of the STEM disciplines. Contemporary strategies unique and common among the disciplines will be studied such as analysis, modeling, inquiry, design, thematic instruction, team challenges and practical problem solving. The integration of standards of each discipline will be explored as well as a range of interdisciplinary methods so as to prepare teachers to fully implement STEM concepts for effective teaching. Current forces and trends acting on STEM education will also be explored.

EDUC 657 EXCEPTIONALITY, DIVERSITY, AND DIFFERENCES 3 HOURS
A study of exceptionality, diversity, and difference that exists in P-12 classrooms, including issues of socio-economic status, gender, and ethnicity. Explores related strategies for developing appropriate learning environments, instructional modifications, intervention alternatives, teaching styles, and alternative delivery systems, as well as addresses professional networking and collaboration in order to enhance the learning experience for all students.

EDUC 660 ASSESSMENT STRATEGIES FOR ELLs 2 HOURS
Guides K-12 classroom teachers to successfully differentiate their assessment practices for linguistically diverse student populations and addresses: student monitoring of academic mastery, English language proficiency, instructional and assessment accommodations, and stakeholder reporting.

EDUC 663 METHODS OF TEACHING ELL 2 HOURS
Provides structured strategies for effectively supporting the learning of English learners in their classroom through effective planning of language objectives and building academic vocabulary development in all lessons. These strategies are cross-curricular and support the learning of students through comprehensible input. Prerequisite: EDUC 660.
EDUC 664 LITERATURE AND LITERACY FOR CHILDREN AND YOUNG ADULTS 3 HOURS
Examines literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child / adolescent development, censorship, literary value, and life-long reading / learning. Cross Referenced with ENGL 664 and LMIS 664.

EDUC 665 LEARNING THEORY AND INSTRUCTIONAL DESIGN 3 HOURS
Covers learning theories and instructional designs related to online and technology supported education within behavioral, cognitive information processing, and constructivist approaches.

EDUC 667 LITERACY AS COMMUNICATION IN ELEMENTARY 3 HOURS
Expands background experience in literacy including study skills, vocabulary development, reading comprehension, and written, oral and listening communication.

EDUC 670 SECOND LANGUAGE ACQUISITION 2 HOURS
Examines and applies theories and models of second language acquisition for ELL students to include the emotional, social and intellectual implications of learning a second language in a cross-cultural setting.

EDUC 673 FOUNDATIONS OF BILINGUAL EDUCATION 2 HOURS
Examines and applies theories and models of bilingual education for ELL students from a cross-disciplinary perspective to include individual and societal concepts in minority and majority languages and childhood developmental perspectives as well as the psychological and sociological aspects of bilingualism.

EDUC 675 TEACHING WITH 21ST CENTURY TOOLS 2 HOURS
Emphasizes the tools teachers will need to help students master the learning skills of a digital world. For teachers, this literacy includes knowledge of information and communication technologies, teaching with relevant real world examples, and involving students in areas of communication and collaboration.

EDUC 681 CONTINUOUS ENROLLMENT 1 HOUR
Provides for continuous enrollment of graduate students.

EDUC 685 ACTION RESEARCH IN EDUCATION 3 HOURS
Provides the opportunity to conduct action research related to teaching and technology. Requires a formal, reflective, and planned process. Prerequisite: EDUC 610.

EDUC 689 RESEARCH APPLICATION 1 HOUR
Preparation for individual action research topic on the graduate level, culminating in completion of M.Ed. research requirement.

EDUC 693 ELL TEACHING PRACTICUM 2 HOURS
Designed for candidates to demonstrate their proficiency at planning implementing and managing curriculum and instruction for ELL students. All eight (8) essential elements of the Sheltered Instruction Operational Protocol will be demonstrated during the final evaluation of the practicum. Prerequisite: EDUC 663.

EDUC 694 INDEPENDENT STUDY 1-3 HOURS
A student initiated course design to expand course offerings to meet a special need. The major student effort may be a project or research activity.

EDUC 698 CAPSTONE 3 HOURS
A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. Core knowledge and values guide development of a standards-based digital portfolio. Previously developed publishable action research effort is showcased.

EDUC 699 SPECIAL TOPICS 1-3 HOURS
Provides advanced study covering topics not regularly taught in the teaching and technology concentration.

ENGLISH

ENGL 650 STUDIES IN LITERATURE 3 HOURS
An advanced course of selected genres, authors, themes or eras in American, British, or world literature.

ENGL 653 LANGUAGE AND CULTURE 3 HOURS
An examination of the relationships between language and culture. They will consider and research communicative functions and culture; dialect, gender, and cross cultural studies of linguistic preference; acquisition of communicative competence, and multi-lingual/bi-lingual issues.

ENGL 664 LITERATURE AND LITERACY FOR CHILDREN AND YOUNG ADULTS 3 HOURS
An examination of literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child / adolescent development, censorship, literary value, and life-long reading / learning. Cross Referenced with EDUC 664 and LMIS 664.

ENGL 673 LINGUISTICS FOR ELL TEACHERS 3 HOURS
Guides K-12 classroom teachers to successfully implement linguistically appropriate practices that are predicated upon language theory for culturally and linguistically diverse (CLD)/ELL student populations to promote English language proficiency and content mastery. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Prerequisites: ENGL 653.

LIBRARY AND INFORMATION TECHNOLOGIES

LMIS 659 EMERGING TECHNOLOGIES AND THE SCHOOL LIBRARY MEDIA PROGRAM 3 HOURS
Provides an overview of the current and emerging technologies in use in school library media centers and the library media specialist’s roles and responsibilities in facilitating the use of technologies in the media center and in collaboration with classroom teachers to provide a technology-rich learning environment, model and promote ethical use of information, and promote equitable access to information beyond print resources.

LMIS 664 LITERATURE AND LITERACY FOR CHILDREN AND YOUNG ADULTS 3 HOURS
Examines literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child / adolescent development, censorship, literary value, and life-long reading / learning. Cross Referenced with EDUC 664 and ENGL 664.
LMIS 670 INTEGRATING INFORMATION LITERACY & RESEARCH STANDARDS 3 HOURS
Explores and analyzes research models, their application and use in meeting information literacy standards. Current issues and trends in learning theory, learner behavior, and instructional design as they relate to information literacy will be investigated. The responsibility of the school library media specialist to collaborate with classroom teachers in order to integrate information literacy into all curricular areas is emphasized.

LMIS 675 OBTAINING & ORGANIZING INFORMATION RESOURCES 4 HOURS
Investigates resource management as it relates to the school library media specialist, focusing on the selection and collection of resources as well as the organization and cataloging of them for retrieval and use by the library community. An emphasis is placed on techniques to assure a balanced collection which reflects diversity of format and content to serve a multicultural society and tools to provide flexible and equal access to the resources. Policies and procedures will be developed to support these goals as well as protect the intellectual freedom and privacy of users.

LMIS 680 USING INFORMATION RESOURCES 3 HOURS
Focuses on core reference skills and reference collections essential to a successful school library program. Special emphasis placed on how the school library media specialist can assist students in becoming information literate and the need for collaboration with classroom teachers when promoting the use of information resources in the school library media center.

LMIS 681 CONTINUOUS ENROLLEMENT 1 HOUR
Provides for continuous enrollement of graduate students.

LMIS 687 ADMINISTERING AND EVALUATING PROGRAM RESOURCES 3 HOURS
Explores leadership theory and the role of the school library media specialist as program administrator, preparing the learner to administer an effective school library program supporting the mission of the school and based on AASL standards. Professional principles and responsibilities including facilities management, budget consideration, personnel planning, and data-driven program assessment and evaluation will be emphasized. Pre-Req. LMIS 688

LMIS 688 COLLABORATION, MANAGEMENT & LEADERSHIP 3 HOURS
Explores the major responsibilities of the school library media specialist as manager, collaborator and leaders relating to his/her role as teacher, instructional partner, information specialist and program administrator. Inter-library connections will be investigated as well as opportunities for collaboration with individuals within a system. The benefits of leadership roles in professional associations and organizations will be examined and encouraged. Pre-Req EDUC 610

LMIS 689 RESEARCH APPLICATION 1 HOUR
Preparation for individual action research topic on the graduate level, culminating in completion of M.Ed. research requirement.

LMIS 698 CAPSTONE 2 HOURS
Offers a summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. Core knowledge and values guide development of a standards-based digital portfolio. Previously developed publishable action research effort is showcased.

LMIS 699 SPECIAL TOPICS IN LIBRARY AND INFORMATION TECHNOLOGY 1-3 HOURS
Provides learners with the flexibility to investigate topics of interest. Standards addressed by the course will be dependent upon mutually-agreed upon content.

TECHNOLOGY

TECH 650 STANDARDS-BASED CURRICULUM & METHODS 3 HOURS
Provides a thorough review of content standards (Standards for Technological Literacy), and program standards for technology education (Advancing Excellence in Technological Literacy). Covers standards based curriculum development and methods.

TECH 660 DESIGN FOR ENGINEERING 3 HOURS
Emphasizes concepts related to engineering design, a cornerstone of the standards based approach to technology education. Covers the standards, benchmarks, content and techniques necessary to successfully teach a recommended core course at the secondary level. Utilizes the course guide produced by the International Technology Education Association Center for the Advancement of Teaching Technology and Science (CATTS) and includes laboratory activities.

TECH 665 INVENTION AND INNOVATION 3 HOURS
Emphasizes concepts related to engineering design as well as concepts surrounding inventions and innovations. Covers the standards, benchmarks, content and techniques necessary to successfully teach a recommended core course at the middle school level. Utilizes the course guide produced by the International Technology Education Association Center for the Advancement of Teaching Technology and Science (CATTS) and includes laboratory activities.

TECH 670 DESIGN, TECHNOLOGY, AND ENGINEERING FOR ELEMENTARY 3 HOURS
Emphasizes the creation of standards-based thematic units at the elementary level. The engineering design process is used to integrate science, math and other subjects thus expanding the range of activities possible in the self contained elementary classroom. Technological literacy is a primary goal of the course.

TECH 675 RESEARCH AND ASSESSMENT IN TECHNOLOGY EDUCATION 3 HOURS
Provides the opportunity to conduct practical action research in the standards based technology education classroom/laboratory. Evidence of success will be published or publishable article for professional journals. The course will also build on issues discussed in TECH 650 with emphasis on assessment of student learning.

TECH 680 BUILDING MATH (STEM) 3 HOURS
Emphasizes hands-on investigations integrating engineering design activities. Algebraic thinking skills are developed through the collection and analysis of data to solve real problems. Students develop abilities to apply math knowledge and concepts to their investigations and the use of the engineering design process. Suitable for the middle school level. Teachers will learn how to create standards-based materials integrating the design process as well as science and math practices.

TECH 681 CONTINUOUS ENROLLEMENT 1 HOUR
Provides for continuous enrollment of graduate students.
TECH 682 ENGINEERING THE FUTURE (STEM)  3 HOURS
Emphasizes concepts in physics, mathematics, and the engineering design process and offers students hands-on opportunities to explore the social, historical, and environmental contexts of emerging technologies. Appropriate for the secondary level. Teachers will learn how to create standards-based materials integrating the design process as well as science and math practices.

TECH 684 ADVANCED DESIGN APPLICATIONS  3 HOURS
Emphasizes problem-based learning (ProBase) related to advanced design applications including: manufacturing technologies, energy and power technologies, construction technologies and transportation technologies. Covers the standards, benchmarks, content and techniques necessary to successfully teach a recommended core course at the secondary level. Utilizes the course guide published by the International Technology Education Association Center for the Advancement of Teaching Technology and Science (CATTS) and includes laboratory activities.

TECH 686 ADVANCED TECHNOLOGICAL APPLICATIONS  3 HOURS
Emphasizes problem-based learning (ProBase) related to advanced technological applications including: information and communication technologies, medical technologies, agriculture and related biotechnologies, entertainment and recreation technologies. Covers the standards, benchmarks, content and techniques necessary to successfully teach a recommended core course at the secondary level. Utilizes the course guide published by the International Technology Education Association Center for the Advancement of Teaching Technology and Science (CATTS), and includes laboratory activities.

TECH 688 SAFETY AND MANAGEMENT IN THE TECHNOLOGY LABORATORY  3 HOURS
Emphasizes safety issues in light of a standards based environment with a team approach to prototype development and research in Technology Education. Covers an essential discussion of hazards in addition to machine tool operation, due to the wide ranging activities encountered by students, as well as laboratory systems and management issues.

TECH 689 RESEARCH APPLICATION  1 HOUR
Preparation for an individual action research topic on the graduate level, culminating in completion for M.Ed. research requirement.

TECH 694 INDEPENDENT STUDY  1-3 HOURS
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.

TECH 698 CAPSTONE  3 HOURS
Offers a summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. Core knowledge and values guide development of a standards-based digital portfolio. Previously developed publishable action research effort is showcased.

TECH 699 SPECIAL TOPICS  1-3 HOURS
Provides advanced study covering topics not regularly taught in Technology Education concentration.
Administration

Anderson, Doug (2004), Director of Marketing and Communications. B.A. Northwestern University; M.B.A. University of Minnesota.

Brown, Robert (2000), Microcomputer Services Director. B.A. Valley City State University.

Clark, Dan (2007), Director, Office of Instructional Design. B.S. Worcester Polytechnic Institute; M.S. Syracuse University.

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* Corwin, Terry A. (1975), Assistant Vice President for Academic Affairs, Professor. B.A. Gustavus Adolphus; M.S. Moorhead State University; Ph.D. Iowa State University.

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Stricklin, Kari A. (1999), Director of Student Center/Student Activities. B.S. Valley City State University.

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*Stickler, Joseph (1981), Professor / Chair of the Department of Science, Chair of the Division of Mathematics, Science and Health & Physical Education. B.A. Ohio Wesleyan University, M.S. & Ph.D. University of Illinois.

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* Indicates Graduate Faculty

** Indicates Associate Graduate Faculty
Part-time Faculty

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Anderson, Amy - Education
Anderson, Wes - Science/Planetarium Director B.A.
Beach, Ken - Business and Information Technology J.D.
Beauchman, Alice - Art and Communications B.S.
* Corwin, Terry - Education Ph.D.
* Dahlberg, Margaret - Language and Literature Ph.D.
DiFiore, John - Music
Drake, Janet - Psychology
Fornes, Lana - Technology Education
Foss, Marcia - Prior Learning Assessment
** Galles, Gay - Library and Information Science University
Hammerling, Margaret - Music
Hoff, Gordon - Social Science
* James, Donna - Library and Information Science
Kadrmas, Tim - Business and Information Technology
Krielkamp, Jon - Aviation
Kliingenberg, Erin - Psychology
Mahan, Chris - Music
McRoberts, Dan - Communication
Namminga, Jaime - Music
Rasmussen, Greg - Social Science
Rudolph, Jon - Music
Simonson, Mary - Psychology
* Thompson, Gary - Education
** Wightman, Konnie - Library and Information Science

* Indicates Graduate Faculty
** Indicates Associate Graduate Faculty
1.....Softball Complex
2.....Lokken Track & Field
3.....Stadium
4.....Football Practice Field
5.....WE Osmun Field House
6.....Football Practice Field
7.....Viking Court
8.....Snoeyenbos Residence Hall
9.....McCoy Residence Hall
10.....Mythaller Residence Hall
11.....Robertson Residence Hall
12.....President’s House Guest Inn
13.....Kolstoe Residence Hall
14.....Memorial Student Center
15.....Graichen Gymnasium
16.....Allen Memorial Library
17.....Vangstad Auditorium
18.....McFarland Hall
19.....McCarthy Hall
20.....Heating Plant
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