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Valley City State University Mission Statement

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

Valley City State University Graduate School Core Values

The VCSU graduate program has a unique focus on University Graduate School Core Values that illustrate the new skills, dispositions, and advanced knowledge gains students are expected to achieve at the graduate level in the 21st century:

1. Effective use of Instructional Technologies
2. Expertise in Research, and in Particular Action Research
3. Expertise in Assessment
4. Supervisor/Leader/Coach
5. Expertise in Curriculum/Instruction
6. Diversity/Global Awareness

VCSU’s Core Values align with the School’s conceptual framework (see Figure 1), NCATE standards for advanced programs, and North Dakota’s intended learner competencies in these areas. See Figure 1.

Teacher as Knowledge-based Decision Maker.
VCSU Conceptual Framework for Teacher Education and Graduate Studies in Education

The Teacher Education program at VCSU is accredited by the National Council for Accreditation of Educator Preparation (CAEP) This accreditation includes the undergraduate and graduate levels of the program offered at the institution. CAEP accreditation indicates the programs offered through the School of Education and Graduate Studies are of high quality and also meet program approval standards of the North Dakota Education Standards and Practices Board (ESPB).
What Teachers Should Know and Be Able to Do
National Board for Professional Teaching Standards®

Five Core Propositions
The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are committed to students and their learning.
Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.
Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.
Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.
Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.
Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.
They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.
Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

www.vcsu.edu/graduate
4. **Teachers think systematically about their practice and learn from experience.**
Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.
Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.
Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. **Teachers are members of learning communities.**
Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.
OFFICE OF GRADUATE STUDIES & RESEARCH
Misty Lindgren, Administrative Assistant for the Office of Graduate Studies and Research
1.800.532.8641 extension 7303
graduate@vcsu.edu
http://www.vcsu.edu/graduate/

DIRECTOR OF GRADUATE STUDIES & RESEARCH
Dr. James Boe, Director
1.800.532.8641 extension 7304
jim.boe@vcsu.edu

ALLEN MEMORIAL LIBRARY
Donna V. James, Director of Library Services
1.800.532.8641 extension 7275
701.845.7275
library@vcsu.edu
http://library.vcsu.edu

TECHNOLOGY EDUCATION CONTACT
Dr. Peder Gjovik
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1.800.532.8641 extension 7232
701.845.7232
business.office@vcsu.edu
http://www.vcsu.edu/businessoffice/

TEACHING ENGLISH LANGUAGE LEARNERS CONTACT
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1.800.532.8641 extension 7314
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INFORMATION TECHNOLOGY SERVICES
Technology Service Desk
1.800.532.8641 extension 7340
701.845.7340
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http://itc.vcsu.edu/

TEACHING & TECHNOLOGY CONTACT
Dr. Patricia Gegelman
1.800.532.8641 extension 7195
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patricia.gegelman@vcsu.edu

VCSU BOOKSTORE
Todd Rogelstad, Manager
1.800.532.8641 extension 7165
701.845.7165
http://bookstore.vcsu.edu/home.aspx
Book Purchase:
http://bookstore.vcsu.edu/SiteText.aspx?id=7299

LIBRARY INFORMATION & TECHNOLOGIES CONTACT
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1.800.532.8641 extension 7275
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Dr. Heather Kvilvang
1.800.532.8641 extension 7199
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STUDENT FINANCIAL AID
Betty Kuss Schumacher
1.800.532.8641 extension 7541
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ENGLISH EDUCATION CONTACT
Dr. Gregory Brister
1.800.532.8641 extension 7317
701.845.7317
greg.brister@vcsu.edu

www.vcsu.edu/graduate
Gain Full Admission to the Graduate School
   a. Check the online VIP page to determine if all required materials are in.  
      https://ndusvcsugrad.askadmissions.net/vip/
   b. Once admitted an advisor will be assigned – Communicate with your advisor
   c. A provisionally admitted student must remove admission deficiencies to gain Full Admission. A provisional student may complete only 9 credits.

Complete a Degree Plan and share it with your advisor
   a. Complete EDUC 610 – Research in Education at the first opportunity.
   b. EDUC 610 is a prerequisite for the research courses in each concentration.
   c. 698 Capstone and 689 Research Application are taken at end of program.
   d. LIT requires an Introductory course in Library for ND certification. Maybe at grad or undergrad level.

Maintain Continuous Enrollment
   a. Continuous enrollment is defined as registration during each semester (fall, spring, and summer) of the academic year until the degree is attained.
   b. Students may apply for a “Leave of Absence” for certain causes. See Graduate Catalog
   c. Students not continuously enrolled or on-leave may be readmitted upon fulfillment of requirements

Complete the concentration Research course(s) early in the program. The Research project will likely take one additional semester after completing Research coursework.
   a. Set up Research/Portfolio committee
   b. Complete research proposal and receive Advisor’s approval on research proposal
   c. Advisor must file Proposal Approval form with Graduate Office prior to IRB approval

Apply for and receive Institutional Review Board (IRB) approval for Research
www.vcsu.edu/irb

Complete Field Experience requirement for concentration
   a. Field Experiences are documented in coursework and recorded in the portfolio.
   b. Students must meet the Field Experience requirements of their concentration.

Conduct Action Research project
   a. Register for 689 Research Application (1 cr) (a permission number is required)
   b. Complete Action Research Report (five chapters)
   c. Receive approval from Advisor and Committee on completed Research Report

Register for 698 Capstone course and complete Portfolio
   a. A permission number for the Capstone Course are required. Contact the Graduate office to get the number. graduate@vcsu.edu  Advisor’s approval of research proposal (Proposal Approval form) and IRB approval required for Capstone admission.
   b. Upon completion of Capstone, work with the graduate office/capstone instr. to upload portfolio into Blackboard content system. (Research Report may or may not be included in portfolio)

Apply for Graduation one semester before planned graduation.
Graduation Applications available at: http://www.vcsu.edu/registrar/ under Forms
Apply for certificate at this time also, if applicable
Complete coursework with a GPA of 3.0 or better
   a. ‘D’ is not a passing grade in graduate school
   b. Only two ‘C’s may be included in graduate GPA

Portfolio Defense
   a. Work with advisor on the date and the format for the Defense.
   b. Provide Portfolio to committee through the Bb content system at least two weeks prior to Defense.
   c. Unsuccessful defense may result in changes to the portfolio or a rescheduling of the Defense.

For graduation to be recorded in the current semester, all Checklist items must be completed within 30 days of the last day of the semester, including summer semester.
DEGREE COMPLETION TIMELINE

**After Admission: Contact Your Advisor**
*Recommended Time Frame: First Semester*

**Advisor Assigned**
The Office of Graduate Studies and Research will make the initial advisor assignments. Initially academic advisors are assigned to entering graduate students. Students may select a different faculty advisor in accordance with disciplinary interest or research expertise.

Contact your advisor at least once each semester or whenever questions arise. When completing research or preparing for Portfolio Defense, students should be in regular contact with advisor.

**Complete a Degree Plan**
When admitted to the program, a *degree plan* is sent to each student. Complete the plan and send it to your advisor by the end of the first semester. Degree Plans for each concentration are available on the Graduate website under *Resources & Forms*. Complete list of course offerings by semester is available on the website under *Course Schedule*.

**Changing Advisor**
Students may request to change their advisor by sending an email to the Office of Graduate Studies graduate@vcsu.edu The email should contain:

- Student name
- Student ID number
- M.Ed. Concentration
- Name of current advisor
- Name of requested advisor

If the change is approved by the requested advisor, an email will be returned to the student indicating the change is complete.

**Maintain Continuous Enrollment**
*Continuous enrollment is defined as registration during each semester (fall, spring, and summer) of the academic year until the degree is attained. Students enroll in EDUC 681 Continuous Enrollment 1 credit.*

**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. Leave of Absence forms are available on the graduate website under *Resources & Forms*.

A student who does not enrolled 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.

Readmission

A student who wishes to have graduate standing reinstated is required to file a Graduate Readmission form and pay any fees required. Acceptance back into the graduate program is not guaranteed. The reinstatement procedures are dictated by the period of absence from enrollment.

<table>
<thead>
<tr>
<th>Complete Concentration Research Courses</th>
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<tr>
<td><strong>Recommended Time Frame: First year in program</strong></td>
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**EDUC 610 Introduction to Research**

This research course is required of all students in the Master of Education program. It should be taken in the first or second semester after admission to the program. It is a prerequisite for other concentration research courses.

**Other Research Courses by Concentration**

**LIT:** LMIS 664 Literature and Literacy for Children and Young Adults and LMIS 687 Administering and Evaluating Program Resources the Library and Information Technologies The projects in these two courses require the use of action research to prepare a literacy plan (LMIS 665) and a model media program (LMIS 687).

**Tech Ed:** TECH 685 Research and Assessment in Technology Education. This course requires students to complete a three-chapter action research proposal. An Action Research template is available.

**ELL:** EDUC 685 Action Research (Prerequisite EDUC 610 Introduction to Research) This course requires students to complete a three-chapter action research proposal. An Action Research template is available.

**Teaching & Technology, Elementary Educ, and English Educ:**

EDUC 685 Action Research (Prerequisite EDUC 610 Introduction to Research) This course requires students to complete a three-chapter action research proposal. An Action Research template is available.

**Set-up Research/Portfolio Committee**

This is a three person committee. It consists of the student’s advisor and two other graduate faculty. During the concentration research course(s) listed above, the student selects the other two faculty and requests that they serve on his/her committee. The student **MUST** report these committee members to the Office of Graduate Studies and Research. [graduate@vcsu.edu](mailto:graduate@vcsu.edu)

**Proposal Approval Form**

Once the Research Proposal is complete, it is sent to the student’s advisor for approval. The advisor will complete the Proposal Approval form and file it and the proposal with the Office of Graduate Studies and Research.

**Request IRB Approval for Research**

Research using human subjects, animals, or biohazards is not allowed without prior approval of the Institutional Review Board (IRB). The student and his or her advisor initiate this process once the advisor has approved the research proposal/design. No research using human subjects, animals, or biohazards can begin until the completed IRB form is signed by the Chair of the IRB committee. Visit the IRB website for more information.

www.vcsu.edu/graduate
Complete Field Experience Requirement

Recommended Time Frame: First year in program

Field Experience Requirement

Two field experiences are required in each concentration. One field experience is in EDUC 657 Exceptionality, Diversity, and Differences and the second is a field experience or project in the student’s concentration. The course instructor must approve all field experience placements or classroom projects.

Field Experiences Options

The field experience possibilities include: classroom observations, engaged teaching projects in classrooms, collaboration with other teachers on a teaching project, team teaching in an academic area, or developing a project to teach in another classroom. One or both field experiences should be artifacts in the final portfolio completed by every graduate.

Field Experience Requirements by Concentration

**LIT:** Candidates are required to complete a 120 hour cumulative field experience that is documented throughout the program. Every course in the LIT concentration includes field experience hours, to assist the student in making direct application of classroom learning. To track these hours throughout the program, students log their hours in the Virtual Learning Community (http://vlc.vcsu.edu), where they describe their experiences, log the hours, and discuss their work with their mentors.

**Tech Ed:** Candidates are required to take technology classes at the elementary (TECH 670), middle (TECH 665) and secondary level (TECH 660), and the field experience may be done in connection with any of these classes. A proposal is required as well as permission of the building principal for experiences outside of the student’s own classroom.

**ELL:** Candidates are required to complete a 60-hour field experience as mandated by ND ESPB (to include a minimum of 40 active teaching hours) under the supervision of an ELL endorsed teacher in their grade level and demonstrate their proficiency in sheltered content instruction per the Sheltered Instruction Observation Protocol (SIOP). In addition, candidates will maintain a journal that describes their instruction and overall curriculum. Specific journaling criteria are explained in the syllabus for EDUC 693.

**Teaching & Technology, Elementary Educ., and English Educ.:** Candidates are required to complete a 20 hour field experience or an engaged project in their classroom. In the field experience, participants will be responsible to share, observe and collaborate with other classroom teachers and/or develop an engaged learning project in their own classroom that meets the field experience criteria. A Field Experience handbook is available on the Graduate website in the “Resources and Forms” link.
| **Conduct Action Research**  
*Recommended Time Frame: Last year of program* |
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<tbody>
<tr>
<td><strong>What is Action Research?</strong></td>
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<tr>
<td><strong>APA Style</strong></td>
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<tr>
<td><strong>Register for 689 Research Application 1cr.</strong></td>
</tr>
<tr>
<td><strong>Complete Research Report (5 chapters)</strong></td>
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<tr>
<td><strong>Interact with Advisor concerning questions</strong></td>
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<tr>
<td><strong>Receive Approval of Research Report from Adviser</strong></td>
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<tr>
<td><strong>Interact with Committee Members on Report</strong></td>
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</table>
**Apply for Graduation**
*Recommended Time Frame: One semester prior to graduating*

**When to Apply**
Apply one semester before planned graduation.

**How to Apply**
Application for graduate is available on the registrar’s website [http://www.vcsu.edu/registrar/](http://www.vcsu.edu/registrar/) under ‘Forms’ in the left navigation bar.

**What if I do not finish in the semester planned?**
If a student does not finish all requirements for graduation within 30 days after the end of the semester in which he/she applied, reapplication will be necessary.

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**Complete Coursework with GPA of 3.0 or Better**
*Recommended Time Frame: Last semester of program*

**Grade Requirements**
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.

A ‘D’ graded graduate credit(s) may not be applied toward the degree.

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. If a course is repeated, the second grade is used to determine grade point average.

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**Portfolio Completion and Defense**
*Recommended Time Frame: Last semester of program*

**698 Capstone Course**
The portfolio is developed during the 698 Capstone course. It is an eight-week course offered every semester. Registration for this course requires permission from the Graduate office. Contact the Office of Graduate Studies and Research for a permission number. The course is offered each semester and should be taken in the student’s last semester of coursework.

**Place Portfolio in Content System**
At the completion of the Capstone course, the portfolio should be zipped and placed in the Blackboard Content System in the student’s Portfolio folder. Instructions are provided in the Capstone Course.

**Interaction with Advisor and Committee Members**
The student should contact his/her advisor when the Portfolio is ready for review.

Once the advisor has reviewed the portfolio and any suggested changes are made, a date for the portfolio defense can be determined. The advisor will make committee member aware that the portfolio is available for review. A two-week period is considered appropriate for the committee to review and suggest any changes prior to the Portfolio Defense.
### Portfolio Defense
The portfolio defense is arranged by the advisor. Committee members meet with the student and through a process of questioning review the student’s progress and understanding of the programs Core Values and NBPTS standards. This interactive process may be set up in a synchronies face-to-face, audio, or video format.

### What if I am unsuccessful?
The committee may require the student make changes in the portfolio prior to approval. If the changes are extensive, written “conditions” are placed on the portfolio. This process requires the student to work with his/her advisor and complete the “Conditions” listed. If the portfolio receives a “fail,” the student must schedule a second defense with the committee.

### Graduation
*Recommended Time Frame: the coursework and required projects can be completed in two years or six semesters*

### Checklist for Graduation
- Application for graduation filed in Registrar’s office (complete semester prior to graduation)
- Coursework complete
- GPA of 3.0 or better
- Final Research Report approved by committee
- Capstone Portfolio presented and approved by committee
- Provide the Office of Graduate Studies and Research with access to approved portfolio.
## SCHOLASTIC STANDING

### Student Responsibilities

Once admitted the student is expected to maintain a high level of academic achievement. The graduate degree is a defined program of courses, research, or 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 under Resources and Forms and submitted to the advisor and the Office of Graduate Studies and Research.

graduate@vcsu.edu.

### 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 9 semester hours per summer term. For an overload 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 an 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 back into the graduate program is not guaranteed. The reinstatement procedures are dictated by the period of absence from enrollment. For absences of:

a. Three Semesters or Less: The student completes the Graduate Readmission Form, and if approve, must pay any fees required before reinstatement.
b. 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 pursue a program in a different department/concentration. If there are questions regarding a Change of Program, the student should contact his/her 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.

**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.

**Termination of Graduate Student Status**

A student may be terminated from a graduate program "for cause" based on the recommendation of the advisor/graduate committee, the department chairperson, or the administrator of Graduate Studies and Research. "For cause" includes professional judgment of the department and the administrator of Graduate Studies and Research that the student does not meet the academic or professional standards required for a student earning a graduate degree.

It is important for students to know the guidelines stated are minimum requirements and that each graduate program is free to establish specific terms by which a student’s progress is measured for continuation. When performance is unsatisfactory, in terms of a student’s grades or normal progress toward their degree objective, the graduate student status may be terminated.

Notification of violation letters will be sent to graduate students who have a grade point average of less than 3.0 in their graduate program, and those students will be placed on academic probation and assigned Provisional status.

This letter will inform the student of the time period he/she has to improve his/her grade point average to a minimum of 3.0. If a student is at the end of the notification of compliance period and has a cumulative grade point average of less than 3.0, he/she will be considered for dismissal.

Dismissal letters will be sent to students who were placed on probation and who failed to meet the deadline set in the notification of compliance date letter and whose cumulative grade point average is less than 3.0.

**Forgeries.** The University considers forged signatures and fraudulent information on official documents to be a serious matter. A student who forges a signature or records fraudulent information on an official University document will have nullified the document and may face disciplinary action including immediate termination as determined by the University judicial committee or other University officials.

**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.

Complaint Compliance

Valley City State University is committed to providing a high quality educational experience, fully supported by a range of academic and administrative services. It is our intention to meet the students' educational goals through a positive and rigorous academic experience. In an instance where the student has a concern, it may be voiced through the normal administrative procedures, which include meeting with his or her academic adviser, faculty member, or the Director of Student Academic Services. If the student decides to pursue a formal complaint, the process is outline in the Student Handbook, page 22. To pursue state level resolution, contact Lisa Johnson lisa.a.johnson@ndus.edu 701-858-3494
Program Data Collection and Analysis
Accreditation/Program Improvement

**Portfolio** – All graduate candidates are required to complete a portfolio containing artifacts developed in the program that connect with the VCSU Core Values and National Board for Professional Teaching Standards, Content Field Experience and Cultural Diversity Field Experience. Rationale statements provide a description of how the artifact exemplifies good teaching, impacts their professional growth and how the core value can be utilized to enhance student learning. (Inadequate = 1; Meets Expectations = 2; Target, Beyond Expectations = 3)

**Research** – Research artifacts will be assessed on the level of completion of a research project and report in the following areas: Chapter 1 Area of Focus, Chapter 2 Data Collection, Chapter 3 Analysis and Interpretation of Data, Chapter 4 Action Plan, Chapter 5 Reflection and finally on Quality of Writing. (Inadequate = 1; Meets Expectations = 2; Target, Beyond Expectations = 3)

**Self-Assessments** – Self-assessment surveys will be administered to candidates at key transition points throughout the program (entry level, mid level and exit level). The self-assessment instrument contains questions regarding the candidates’ confidence level in areas related to the NBPTS, VCSU Core Values and specific standards related to concentrations in Technology Education, Library and Information Technology or Teaching English Language Learners.

**Dispositions** – Candidate dispositions are assessed in courses associated with the core of each concentration. Disposition data are only analyzed as aggregate data for program improvement purposes. Individual candidate disposition data are not used as a student assessment method.

**Conceptual Framework** – The Conceptual Framework is the Valley City State University teaching model and candidates are assessed on their skill to planning, implementing, and evaluating learning experiences for students and their reflective decision making processes. (Inadequate = 1; Meets Expectations = 2; Target, Beyond Expectations = 3)

**Candidate Summary** – A candidate summary is maintained for all students in the program to provide a snapshot of admission requirements, completion of program requirements and assessment data. Faculty advisors and candidates can access their candidate summaries in the student assessment system.

**Standardized Testing Data** – Standardized test scores for admission to the graduate school or initial teacher certification are maintained within the assessment system. Individual candidate scores are used only for teacher certification requirements. Aggregate data from the MAT, GRE, Praxis I, and Praxis II exams are recorded and reviewed for program improvement.

**Alumni Survey Data** – The alumni survey instrument contains questions about the advanced program adequately preparing candidates in areas related to the NBPTS, VCSU Core Values and specific standards related to concentrations in Technology Education, Library and Information Technology or Teaching English Language Learners.

**Stakeholder Data Sharing/Analysis** – Annual data sharing and analysis sessions will provide stakeholders with performance reports and program updates. Alumni, area K-12 Administrators, Faculty and current students contribute information to improve program quality and student services based on the data and experiences in the program or working with our candidates.

www.vcsu.edu/graduate
GRADUATE FACULTY

VCSU Graduate Faculty
*Boe, James – Assistant Professor (August 18, 2010)
*Brister, Gregory – Assistant Professor (August 23, 2013)
*Chao, Shou-Ching – Assistant Professor (July 11, 2011)
Dahlberg, Margaret – Interim President (December 10, 2005)
Finger, Brenda – Assistant Professor (August 1, 2011)
*Gegelman, Patricia – Associate Professor (December 10, 2005)
*Gjovik, Peder – Assistant Professor (May 5, 2008)
*Holleque, Kathryn – Professor (December 10, 2005)
Hoskisson, Dale – Associate Professor (December 10, 2005)
*James, Donna – Library Director (February 21, 2007)
Jenness, Jennifer – Associate Professor (September 16, 2007)
*Kvilvang, Heather – Assistant Professor (November 2006)
*Klingenberg, Erin – Assistant Professor (October 20, 2011)
Okland, Sheri – Assistant Professor (August 23, 2013)
Olson, Alan – Associate Professor (December 2, 2009)
Russell, Julee – Professor (December 10, 2005)
*Thompson, Gary – Dean (December 10, 2005)
Van Gijssel, Hilde – Associate Professor (February 16, 2007)
*VanHorn, Shannon – Associate Professor (February 16, 2007)
Zahn, Cindy – Assistant Professor (July 22, 2009)
Ziniel, Jonna – Assistant Professor (August, 2012)

*Indicates members of Grad Council

VCSU Associate Graduate Faculty
Aus, Joan – Instructor (September 23, 2009)
Beattie, Annette – Instructor (May 1, 2009)
Booth, Blaire – Instructor (May 8, 2013)
Booth, Cory – Instructor (May 8, 2013)
Burgad, Allen – Instructor (January 1, 2009)
Corwin, Terry – Professor (December 10, 2005)
Edwards, Buffy – Instructor (January 11, 2012)
Fornes, Lana – Instructor (January 1, 2009)
Klifel-Wightman, Konda – Instructor (August 18, 2008)
Owen, Jackie – Instructor (April, 2011)
Welk, Janet – Instructor (January 21, 2009)