

2000-2002
BULLETIN



VALLEY CITY STATE UNIVERSITY • NOTEBOOK UNIVERSITY • VALLEY CITY STATE UNIVERSITY • NOTEBOOK UNIVERSITY





Hello and Welcome!

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

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

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

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

Ellen Chaffee, President



VALLEY CITY STATE UNIVERSITY

101 College Street SW, Valley City, ND 58072
1-800-832-8641 • <http://www.vcsu.edu>

How To Use This Catalog

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

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

To help you we've provided this list to make this catalog work best for you:

Examine the academic structure of the university.

Identify the department/division home of your intended major.

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

Identify the department/division home of your intended minor.

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

General education requirements (examine your major field of study):

Some refer to this as the "general" or "basics." All students must complete these courses. Refer to page 30 for more details. Refer also to your department and major sections to see specified general education requirements for your major.

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

Work closely with your advisor to put together an academic plan.

With your advisor, you are able to plan each term at VCSU well in advance.

Know the deadlines for completing degree requirements.

That is, what courses must I take before others and are there courses that must be completed in a particular year?

Some required classes are not offered every term.

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

If you are an athlete, check with coaches about eligibility rules and academic progress.

There are NAIA policies that apply to athletes that don't apply to the general student body, so it is important to know them as you take courses.

Do I know the procedures and deadlines for applying for financial aid?

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



Information

Academic Affairs	701-845-7202
Admissions & Records	701-845-7295
Advising	701-845-7302
Bookstore	701-845-7165
Business Office	701-845-7232
Career Services	701-845-7534
Counseling	701-845-7424
Enrollment Services	701-845-7101
Foundation Office	701-845-7203
Health Services	701-845-7212
Housing	701-845-7724
President's Office	701-845-7102
Student Affairs	701-845-7298
Student Center/Student Activities	701-845-7122

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Reservation of Rights

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

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

Disclaimer

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

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

Frequently Asked Questions

How do I begin?

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

Do I qualify for admission to the university?

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

How do I start the admission process? Are there any deadlines?

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

Can I apply on-line?

Yes. You may apply on line by going to www.vcsu.edu, click on "Enrollment Services", click on "Application". Follow the instructions, submit, and send the \$25 application fee by US mail.

How much is it going to cost?

Your cost depends on where you come from. For complete cost structures, see page 11 of this catalog.

Am I eligible for financial aid?

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

Am I eligible for scholarships?

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

I want to become a teacher, who do I talk to?

There are a number of sources from which to gather information about the teaching profession. You may contact the Office of Enrollment Services and the Division of Education and Psychology at VCSU to learn about our program and the profession. You may also visit with your teachers to gain insight into the profession.

Do I have to pay the computer/technology fees even if I own my own computer?

Yes. The computer/technology fees pay for more than just the computer. You are given free access to the internet, your own email account and software. The help desk is available to you as well. This, plus maintenance of the network, printers and paper are provided through this fee. Having all students on the same software/hardware platform creates a great opportunity for development and sharing of information.

Do I have to live on campus?

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

How do I get an academic advisor?

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

Is there an orientation program?

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

My computer knowledge is limited. Are there training opportunities available?

When new students are issued a notebook computer, they are provided a Care/Use of Notebook Computer Class, which is a short class outlining basic features of the notebook computer. There are also opportunities for semester-long computer courses, which will provide you the development of skills necessary for maximizing the benefit of the notebook in your coursework.

The University

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

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

On December 17, 1992, the State Board of Higher Education created a unique partnership between Valley City State University and Mayville State University. The institutions now work together under a single administrative team to more efficiently meet the needs of North Dakota by sharing and developing resources. The two campuses are providing regional and national leadership by creating cultures of innovation that anticipate technological and societal change.

A number of initiatives blend together to create a stimulating learning environment. The Center for Innovation in Instruction, created in 1993, serves as a statewide learning technologies resource. Located on the campus of Valley City State University, the mission of the Center for Innovation is to "Improve Teaching with Technology." This mission is accomplished through a partnership among public schools, higher education, vocational centers, and corporations.

The Kathryn Center for Lifelong Learning, located in the beautiful Sheyenne River Valley 17 miles south of Valley City, is another powerful symbol for the institution. Students, faculty, and staff use the Adventure Learning course acquiring skills in teamwork and creative problem-solving.

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

Valley City State University is clearly focused on preparing individual learners for the future. People are now working aggressively on projects where students document learning progress with digital portfolios. There is also an important effort to provide students with international experience capitalizing on close ties with universities in Mexico and Canada. All of these efforts insure that the learning environment is dynamic and exciting.

Mission

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

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

Objectives

Consistent with the general mission of the North Dakota University System, the primary and fundamental academic mission of the University is to foster a liberal education of high quality, suitable for men and women whose careers will extend into the twenty-first century. Essential to such an education are the intellectual skills necessary for life-long learning in an environment characterized by rapid change in the state of knowledge, the moral values and commitments necessary for responsible citizenship and civic leadership, and the tastes and sensitivities which lead to personal fulfillment and life satisfaction. Building on a foundation in the liberal arts and sciences, the University offers courses and curricula leading to the degrees, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of University Studies. The University offers professional preparation of elementary and secondary school teachers and of small business personnel for its region and provides a regional access opportunity for persons seeking general education for self-development or as preparation for graduate or advanced professional study. Valley City State University has been designated as a model institution within the North Dakota University System for innovation and improvement in undergraduate college-level teaching and learning, with special emphasis on the use of information technology.

Accreditation

The University is accredited by the North Central Association of Colleges and Schools (NCA), the National Council for the Accreditation of Teacher Education (NCATE), and the Association of Schools of Music (NASM). The community School of the Arts is a certified member of the national Guild of Community Schools of the Arts. The Kathryn Center for Lifelong Learning is a member of the International Association of Continuing Education and Training.

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

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

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

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

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

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

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

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

DIRECTORY

North Dakota State Board of Higher Education

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

Board Members

Bethany Andreasen (Faculty Rep.)	Minot
Ryan Bernstein (Student Rep.)	Fargo
Craig Caspers	Wahpeton
Beverly Clayburgh	Grand Forks
William Isaacson (Vice President)	Stanley
John Korsmo	Fargo
Joe Peltier	Arthur
Jeanette Satrom (President)	Oriska

Administration

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

Administrative Services

William Ament, B.A.	Comptroller
Don Bauer, M.S.	Athletic Director
Jan Drake, M.A.	Dir. of Student Academic Services
Monte Johnson, M.A.	Dir. of Admissions and Records
Dan Klein, B.S.	Dir. of Enrollment Management
Erin Klingenberg, M.S.	Licensed Professional Clinical Counselor/Human Resources
Daniel McRoberts, M.A.	Dir. of Kathryn Center for Lifelong Learning
Darryl Podoll, M.A.	Library Director
Ron Pommerer	Facilities Services Supervisor
Dan Pullen, M.A.	Dir. of the Center for Innovation in Instruction
Larry Robinson, M.S.	Exec. Dir. of VCSU Foundation
Betty Kuss Schumacher, B.S.	Dir. of Financial Aid
Kari Stricklin, B.S.	Dir. of Student Center/Student Activities
Joseph Tykwinski, M.S.	Chief Information Officer
Marcia Foss Walker, B.S.	Coordinator of Career Services

PARTNERSHIPS

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



Center for Innovation in Instruction

A publicly supported center that aims to improve teaching with technology in all North Dakota school districts through training, consulting, and resource services. Students may work with center staff.



Kathryn Center for Lifelong Learning

The Kathryn Center for Lifelong Learning is VCSU's Corporate and Professional Development Center. KCLL designs and delivers experiential training and development that effectively changes individuals, teams, and organizational attitudes and performances. This development is provided with ND's only Adventure Learning, High Ropes Challenge course located in Kathryn, ND.



Additionally, the KCLL provides customized, participant-active workshops on numerous computer software applications, team building, leadership development, facilitator preparation, customer service, managing change, personality type assessment, strategic planning, communication skills, total quality, problem solving and more. The KCLL is also an Authorized Testing Center for Microsoft Office User Specialist exams and prepares groups and individuals to successfully earn this nationally recognized certification in Microsoft 97 and 2000.



Mayville State University

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



Sister Universities

Brandon University

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

Universidad Autonoma de Baja California Sur

UABCS is a university in LaPaz, Mexico. Students may spend a semester or more studying and improving their Spanish language skills.

Universidad Regional del Sureste

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



Great Plains

A major software company based in nearby Fargo, named often as one of the 100 Best Places to Work in America. VCSU's Information Technology track, available in Business and Computer Information Systems, specifically prepares students to work in software companies. Great Plains offers internships for pay and credit, and an annual \$1,000 scholarship.



Network Center

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



Regional Technology Center

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

8 Academic Calendar

August 2000						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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27	28	29	30	31		

September 2000						
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October 2000						
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November 2000						
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December 2000						
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January 2001						
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February 2001						
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March 2001						
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April 2001						
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29	30					

May 2001						
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June 2001						
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July 2001						
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29	30	31				

FALL SEMESTER, 2000

August 28 (Monday) Orientation and Registration/Evening classes begin

August 29 (Tuesday) Classes begin

September 4 (Monday) Labor Day Holiday

September 12 (Tuesday) Last day to register/Last day to apply for Fall Semester Graduation

November 7 (Tuesday) Last day to drop a class

November 10 (Friday) Veteran's Day Holiday

November 22 (Wednesday) Thanksgiving break begins at 5:00 PM

November 27 (Monday) Classes resume

December 6-7 (Wednesday/Thursday) Early Registration

December 18-22 (Monday-Friday) Final Exams

December 28 (Thursday) Grades Due

SPRING SEMESTER, 2001

January 8 (Monday) Orientation and Registration/Evening classes begin

January 9 (Tuesday) Classes begin

January 15 (Monday) Martin Luther King, Jr. Holiday

January 23 (Tuesday) Last day to register/Last day to apply for Spring Semester Graduation

February 19 (Monday) President's Day Holiday

March 9 (Friday) Spring Break begins at 5:00 PM

March 19 (Monday) Classes resume

March 28 (Wednesday) Last day to drop a class

April 12 (Thursday) Easter Holiday begins at 5:00 PM

April 17 (Tuesday) Classes resume

April 25-26 (Wednesday/Thursday) Early Registration

May 7-11 (Monday-Friday) Final Exams

May 12 (Saturday) Commencement

May 15 (Tuesday) Grades due

FALL SEMESTER, 2001

August 27 (Monday) Orientation and registration/Evening Classes begin

August 2001						
S	M	T	W	R	F	S
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24	25	26	27	28		

August 28 (Tuesday) Classes begin

September 3 (Monday) Labor Day Holiday

September 11 (Tuesday) Last day to register/Last day to apply for Fall Semester Graduation

September 2001						
S	M	T	W	R	F	S
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March 2002						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 6 (Tuesday) Last day to drop a class

November 12 (Monday) Veteran's Day Holiday

November 21 (Wednesday) Thanksgiving break begins at 5:00 PM

October 2001						
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April 2002						
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21	22	23	24	25	26	27
28	29	30				

November 26 (Monday) Classes resume

December 5-6 (Wednesday/Thursday) Early Registration

December 17-21 (Monday-Friday) Final Exams

December 28 (Friday) Grades due

November 2001						
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May 2002						
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26	27	28	29	30	31	

SPRING SEMESTER, 2002

January 7 (Monday) Orientation and Registration/Evening classes begin

December 2001						
S	M	T	W	R	F	S
30	31					1
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June 2002						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

January 8 (Tuesday) Classes begin

January 21 (Monday) Martin Luther King, Jr. Holiday

January 22 (Tuesday) Last day to register/Last day to apply for Spring Semester Graduation

February 18 (Monday) President's Day Holiday

January 2002						
S	M	T	W	R	F	S
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20	21	22	23	24	25	26
27	28	29	30	31		

July 2002						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 8 (Friday) Spring Break begins at 5:00 PM

March 18 (Monday) Classes resume

March 27 (Wednesday) Last day to drop class

March 28 (Thursday) Easter Holiday begins at 5:00 PM

April 2 (Tuesday) Classes resume

April 24-25 (Wednesday-Thursday) Early Registration

May 6-10 (Monday-Friday) Final Exams

May 11 (Saturday) Commencement

May 14 (Tuesday) Grades due

APPLICATION PROCEDURES

Applicants are admitted to study at Valley City State University on the basis of academic and personal qualifications, consistent with the admissions policies established for all public colleges and universities in the state. The admissions 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 admissions program, Valley City State University endeavors to provide opportunities in education for the non-traditional student.

An application for admission to Valley City State University is required of all traditional freshmen, non-traditional, and transfer candidates. Application forms may be obtained from the Office of Enrollment Services.

A complete application to Valley City State University requires:

1. A non-refundable fee of \$25.00.
2. A copy of the high school transcript to be sent immediately after graduation or proof of successful completion of the General Education Development Test (GED). Transfer applicants who have completed 24 or more semester hours (36 or more quarter hours) of transferable credit are not required to submit a high school transcript.
3. Verification of measles immunization. Such immunity shall be proved by:
 - presenting evidence of two doses of measles, mumps, and rubella (MMR) vaccine no less than one month apart,
 - presenting proof of a positive serologic test for measles,
 - presenting proof of date of birth prior to 1957.

*Exemptions to this policy may be granted for medical reasons (certified by a licensed physician) or religious objections (form available from the Office of Enrollment Services). This requirement applies to all students. No student will be officially admitted without the report on file with the Office of Enrollment Services.
4. Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The following students are exempt from the ACT, SAT requirement:
 - Age 25 or older on the first day of class,
 - From foreign countries other than Canada,
 - Transferring 24 or more semester (36 or more quarter) credits acceptable at the receiving campus,

5. Completed North Dakota University System College Preparatory Course Form:
 - To be considered eligible for admission, all beginning freshmen under the age of 23 are required to have completed 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 1 unit each in 2 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.

The following high school courses are also strongly recommended: Algebra II (Advanced Algebra) and 2 units of a single classical or modern language, including American Sign Language and Native American Languages.

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

Admission of Home Educated Students

For admission information please contact the Office of Enrollment Services.

Admission of Transfer Students

In order to be considered for admission, transfer applicants must be in good standing and eligible to return to their last institution of full-time attendance. In addition to completing the application procedure, the student must also arrange to have official transcripts of all previous academic work sent to the University prior to admittance. Transfer credits are evaluated by the Registrar. A copy of the evaluation is sent to the student with the acceptance letter. Students who are dissatisfied with course equivalency determinations may consult directly with the Registrar or with the Division Chair involved in an attempt to more precisely define equivalencies or identify appropriate substitutions.

The North Dakota University System (NDUS) has developed a general education transfer agreement to assist students who transfer within the NDUS. For further explanation of this agreement, see the section entitled "North Dakota University System Transfer Agreement" (Page 28).

Early Admission

Valley City State University will admit a limited number of students with outstanding records at the end of their junior year in high school education. Students applying for this consideration must make application at the Office of the Registrar and complete an Early Admission Application form which includes a recommendation from the high school principal.

Readmission After Time Lapse

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

Transient Students

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

International Students

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

TUITION AND OTHER EXPENSES

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

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

Full-Time Students Semester Tuition

Students registering for twelve or more credits
(Includes University Fee and Technology/Notebook Fees)
(subject to change without notice)

North Dakota residents	\$1,586.50
Minnesota residents	\$1,655.50
South Dakota, Montana, Saskatchewan, Manitoba residents	\$1,834.00
Western Undergraduate Exchange**	\$2,082.00
Non-resident (other states) & International Students	\$3,140.00
Room	\$525.00 - \$740.00
Board	\$707.00 - \$1,055.00

Part-Time Students Semester Tuition

Students registering for eleven or fewer credits
(Includes University Fee ** and Technology/Notebook Fees**)
(subject to change without notice)

North Dakota residents	\$132.21
Minnesota residents	\$137.96
South Dakota, Montana, Saskatchewan, Manitoba residents	\$152.88
Western Undergraduate Exchange**	\$173.50
Non-resident (other states)	\$270.13

*States included: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

**The University fee and Technology/Notebook fees are reduced for part-time students. However, these students may wish to pay the full fee in order to engage in total benefits.

Miscellaneous Service Charges

Application fee (non-refundable)	\$25.00
Audit (resident)	_ tuition
Course Challenge	_ tuition
Duplicate ID Card	\$5.00
Laboratory Fees	Variable
Late Payment Fee	\$5.00-\$15.00
On-Campus Parking (yearly)	\$20.00
Residence Hall Reservation Fee	\$50.00
Student-Teaching Fees	\$10.00
Student-Teaching Fees (part-time)	\$5.00
Workshops and Extension	Variable

Residence Requirements for Tuition Purposes

Rules and regulations for determining residence status are specified under Section 15-10-19 of the North Dakota Century Code and are further defined under Section 504 of the North Dakota State Board of Higher Education Policy Manual. An application for North Dakota resident student status may be obtained from the Office of the Registrar and any questions on residence must be discussed with the Registrar before registration.

12 Admission

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

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

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

Contiguous States/Provinces: Although residents of South Dakota, Montana, Manitoba and Saskatchewan are not covered by reciprocity agreements, they pay lower tuition than do other non-residents. The tuition rate is generally 125% of ND 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.

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

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



Refund Policy

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

Tuition Refund Schedule*

A. Refund policy for all students attending an institution who receive Title IV assistance.

Week 1 = 100% refund	Week 6 = 50% refund
Week 2 = 80% refund	Week 7 = 50% refund
Week 3 = 70% refund	Week 8 = 40% refund
Week 4 = 60% refund	Week 9 = 30% refund
Week 5 = 60% refund	

*See the Summer Session Bulletin for its refund schedule.

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

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

STUDENT RECORDS (FERPA)

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

Directory Information

- Directory information is information concerning a student which may be released publicly. It includes the following: the student’s name, home address, local address, e-mail address, telephone listing, date and place of birth, major field of study, class level, participation in officially recognized activities, weight and height of members of athletic teams, photographs, class schedule, class roster, dates of enrollment, degrees and awards received and the most recent educational institution attended by the student.
- A student 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 designed as directory information, may not be released without the written consent of the student to any individual, agency, or organization other than specifically authorized personnel. A complete copy of the VCSU Student Record Policy can be found in the [Student Handbook](#).



CAMPUS HOUSING

Housing Policy

All full-time unmarried students under twenty-one years of age who have completed fewer than 64 semester hours of undergraduate work and who enroll for twelve or more credit hours during the academic semester are required to reside in university-operated residence halls under a room and board contractual agreement or live at home.

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

Student Family Housing

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

Residence Halls

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

FINANCIAL AID

Valley City State University makes every effort to provide financial assistance to eligible applicants through loans, scholarships, employment, or some combination of these and other student aid programs. The funds available for financial aid are used to help those students who attendance would be difficult or impossible without such assistance. It is expected, however, students will meet part of their needs from earnings, and parents will contribute in proportion to their financial ability. A student who applies for financial aid at Valley City State University is considered for a variety of federal, state, or institutional programs. Applications are evaluated to determine the individual need of the students; and awards are made with careful adherence to federal, state, and institutional guidelines. Complete descriptions of all programs, requirements, and qualification are available from the Office of Financial Aid. Financial assistance from Valley City State University is redetermined annually.

Application Period and Deadline

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

TYPES OF FINANCIAL AID

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

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

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

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

Federal Stafford Loan. Valley City State University students may be eligible to borrow funds through this federal program by locating a bank or other institution which participates in this loan program and by demonstrating financial need. The loan program provides long term, low-interest benefits up to \$5,500 per year.

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

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

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

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

OTHER FINANCIAL ASSISTANCE AVAILABLE AT VALLEY CITY STATE UNIVERSITY

Foreign Student Tuition Waiver

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

Cultural Diversity Tuition Waiver

Recognizing the education benefit of a culturally diverse student population, the State Board of Higher Education adopts a tuition waiver program at VCSU. Special emphasis of this policy is to recruit, assist, and retain enrolled members of federally recognized American Indian tribes and Alaska Natives and Villages, graduates of tribally controlled community colleges in North Dakota, and economically disadvantaged students.

Veterans Benefits

Veterans enrolling at Valley City State University for the first time may present a Certificate of Eligibility for benefits from the Veterans Administration or make direct application at the Office of the Registrar. A new enrollment certification must be completed for each summer session and each Fall Semester.

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 based upon demonstration of financial need. Student eligibility is established by notifying the Office of the Registrar upon receiving verification from the Veterans Administration.

Tuition waivers are available for dependents of North Dakota peace officers and firefighters who were killed in the line of duty based upon demonstration of financial need. Student eligibility is established by providing verification to either the Office of the Registrar or the Office of Admissions.

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.

Gabriel J. Brown Trust Fund Loans

This loan fund is available to residents of North Dakota who have completed two years of college or university work and have a cumulative GPA of 2.5. Financial need is the basis for the award. Application forms are available from the Office of Financial Aid.

North Dakota Student Financial Assistance Program

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

P.E.O. Educational Fund

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

SCHOLARSHIPS

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

Marie Almlie Memorial Piano Scholarship
American Legion Edgar A. Fisher Post #60 Scholarship
The Fannie C. Amidon Music Scholarship
Dr. Milton Berg Memorial Science Scholarship
Janet M. Berge Memorial Scholarship
Beta Sigma Phi Society Scholarship
The Borchert Memorial Scholarship
Grace Ellis Bowen Scholarship
Business Education Scholarship
Business and Professional Women (BPW) Scholarship
Esterh Cannell Memorial Scholarship
Rosemond F. Cook Scholarship
Florence Rebscher Dutee Scholarship
Wilhelmeina Erickson Scholarship
The Jean Evenstad Memorial Scholarship
The Farm Credit Services Business Service Scholarship
Alice J. Fischer Memorial Scholarship
K. Louise Fitzpatrick Scholarship
Cal Foss Memorial Scholarship
P.L. Foss Memorial Music Scholarship
Friends of Music
Emma & Albert K. Goeschel Scholarship Fund
Great Plains Eagle Scholarship
Charlotte Graichen Memorial Scholarship
Helen Hansen Scholarship Fund
The Mary G. Heery Scholarship Fund
Frank and Hattie Heimes Memorial Scholarship
Laurie J. Holden Memorial Scholarship
Orlys Holm Memorial Scholarship
The Dr. Charles and June House Scholarship
R.Q. Johnson Scholarship
Gladys and Ella F. Jones Memorial Scholarship
Gretchen Winn Karnick Alumni Scholarship
Dr. John F. Keller Scholarship

Dr. S.O. Kolstoe Scholarship
 Bernice I. Larson Scholarship
 Jeffrey M. Leech Alumni Scholarship
 The Library Media Scholarship
 Valley City Lions Club Memorial Scholarship
 President Lokken Memorial Scholarship
 Patricia E. Lundberg Elementary Education Scholarship
 Gail (Johnson) Maasjo Memorial Scholarship
 Hazel McBride Scholarship
 The Grace and Dr. C.J. Meredith Scholarship
 Mary F. Miller Memorial Scholarship
 Lillian Ford Moffat Memorial Scholarship
 The Sabine D. Mohr Memorial Scholarship
 Montana-Dakota Utilities Resources Foundation
 Scholarship
 Helen Movius Memorial Scholarship
 Dale 'Snook' Noack Memorial Scholarship
 Elinor J. Olson Memorial Scholarship
 Bill Osmon Scholarship
 Dale T. Peck Memorial Scholarship
 Alex Lowe Peterson Memorial Theatre Scholarship
 Gloria Peterson Music Memorial Scholarship
 Ray and Helga Ployhar Memorial Music Scholarship
 John Reed Vocal Music Scholarship
 The Pansy Reykjalin and Rose Hatling Scholarship Fund
 L.D. 'Dusty' Rhoades 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
 Second Crossing Arts Center Scholarship
 Diana Skroch "Outstanding Art" Student Scholarship
 Diana Skroch "Outstanding Pianist" Scholarship
 Jake P. & Helen M. Smith Memorial Scholarship
 Mabel Snoeyenbos Scholarship
 The Soroos Scholarship Fund
 Cecilia (Pietz) Soroos Hankinson High School Scholarship
 Anna B. Spangler Memorial Scholarship
 Speech 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 Scholarship
 Herman Stern Music Scholarship
 Herman Stern Scholarship
 Blanche E. Stewart Elementary Education Scholarship
 Mildred Torbenson Memorial Music Scholarship
 Tveten Memorial Speech Scholarship
 V-500 Foundation Scholarships
 Valley City State University Alumni Scholarships
 Valley City State University Alumni Upper-Level
 Scholarships
 Valley City State University President's Scholarships
 Valley City State University Student National Education
 Association Scholarship
 Valley City Times-Record Journalism Scholarship
 C. Vandestreek Scholarship
 The Vangstad Special Scholarship
 The Edith Van Middlesworth Memorial Fund Scholarship

Veterans of Foreign Wars Post 2764 Scholarship
 Viking Booster Club Scholarship
 The Viking Century Club Scholarships
 J.T. Von Treba Scholarship
 Janet Monroe Wendschlag and Bryan John Wendschlag
 Memorial Scholarship
 Percy G. Willson Scholarship
 Vern Wolski Memorial Scholarship

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.

STUDENT AFFAIRS

Prospective students are introduced to Valley City State University at high school college fairs, through high school visits by university admissions counselors, and through campus visits. All new students are encouraged to take part in a summer registration and orientation program. Students and parents take part in a series of informational and social activities designed to acquaint them with the campus. New students meet with an adviser and register for fall semester classes during the summer program.

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

STUDENT CENTER

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

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

Information Desk

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

Food Service

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

Bookstore

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

Textbook and book buyback policies are managed by the Bookstore. Questions or comments should be directed to the Bookstore Manager.

Mail Service

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

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. In addition, student may participate in numerous "physical fitness" swimming classes including aquacise and lap swimming.

Identification System

The Valley City State University Identification System is also operated by the Student Center Information Desk. All students will have identification cards processed during registration. The card will be used during the student's entire period of enrollment at Valley City State University. The identification card is the property of Valley City State University and must be surrendered upon request by school officials. This card is the official university identification and must be carried for admittance to university functions. Identification cards are not transferable and may not be altered or duplicated. Student cards are validated at the beginning of each semester when fees are paid at the Business Office. Students must report lost, mutilated, or stolen cards promptly to the Student Center Information Desk.

STUDENT ACTIVITIES

Student Government

Student Senate
 Program Board
 Finance Commission
 Inter-Residence Hall Council
 Inter-Fraternity/Sorority Council

Fraternities and Sororities

EBC
 Philomathian

Honor Societies and Special Interest Clubs

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

STUDENT GOVERNMENT

VCSU Student Senate

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

VCSU Program Board

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

Finance Commission

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

Inter-Resident Hall Council

The Inter-Resident Council is composed of men and women from each residence hall. The Council formulates and carries out a program of recreational and social events for the residence halls. The Council also recommends changes in rules and regulations of all resident hall operations and makes suggestions for supervision in management of resident halls to the administration.

Inter-Fraternity/Sorority Council

The Inter-Fraternity/Sorority Council is composed of representatives from each of the sororities and fraternities. The purpose of the Council is to promote positive relationships between fraternities and sororities and a common understanding of mutual group projects and to increase the public's knowledge of the importance of the role of fraternities and sororities in campus and community activities.

STUDENT CODE OF CONDUCT

The Student Code of Conduct is published annually in the VCSU Student Handbook. The basic responsibility for student disciplinary actions rests with the Vice President for Student Affairs; the Vice President for Academic Affairs is responsible for cases of academic misconduct. University disciplinary action may include the following: verbal or written reprimands, monetary penalties, library assessments, loss of university privileges, loss or denial of academic credit, academic or social probation, academic or social suspension, expulsion from the University. Decisions concerning the imposition of penalties are the primary responsibility of the Vice President for Student Affairs or the Vice President for Academic Affairs. In the Administration of university discipline, students are accorded the protection of due process. Decisions may be appealed as outlined in the VCSU Student Handbook.



HEALTH SERVICES

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

COUNSELING SERVICES

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

CAREER SERVICES

The Career Services Center at Valley City State University serves as a clearinghouse for not only job opportunities, but also as a resource for students who are undecided about a college major or what career opportunities are available to them. The Center coordinates all placement activities, whether it is on/off campus, permanent/temporary, or professional level employment. Job vacancies are listed for schools, businesses, industries in ND and surrounding states. Placement credentials and job seeking skills are provided to all students. The Center serves all students and graduates of VCSU. There is no charge for placement services for all enrolled students. Alumni are assessed a small fee for services. Students interested in enhancing their academic program with an Internship experience are encouraged to stop in and pick up an application and visit regarding a variety of opportunities available. Internships can be during the school year or during the summer. A partnership with Great Plains provides an exceptional Internship experience for students. 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.

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

TUTORING

Limited peer tutoring is available for most of the courses at Valley City State University during fall and spring semesters. In order to qualify for peer tutoring services a student must attend class regularly, possess a desire to learn/willingness to improve, be receiving a letter grade of "C" or lower, meet with the instructor prior to requesting a tutor, and have completed any prerequisites for the class they are requesting a tutor for. A student must make a commitment to be on time and prepared for tutoring sessions. Students with special needs are encouraged to submit their documentation as soon as the decision to attend Valley City State University has been made.

VCSU CHILDREN'S CENTER

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

ATHLETICS AND INTRAMURALS

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

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

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

CULTURAL ACTIVITIES

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

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

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

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

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

International Opportunities: VCSU has three sister universities – the Universidad Autonoma de Baja California Sur, La Paz, Mexico; Oaxaca, Mexico; Brandon University, Brandon, Manitoba, Canada. Students may spend a semester or a year at one of these universities as a way to add an international element to whatever degree they may be pursuing. Ideally, plans to study abroad will be made early in the student's program of study. To study in either La Paz or Oaxaca it is essential to have basic ability in conversational Spanish. It is also possible to do student teaching or teaching practicums abroad. For further information, contact Kay Kringlie, Director of International Programs, McFarland 314.

Medicine Wheel: In the autumn of 1992 the astronomy class at Valley City State University began building a solar calendar containing specific rock alignments marking the seasonal horizon sunrise and sunset positions. This rock monument, located on the hilltop south of the Clock Tower, attempts to capture some of the spirit and purpose of the original Native American Medicine Wheels found in the Great Plains and Rocky Mountains. The University invites the public to visit the VCSU Medicine Wheel for an enriching cultural and educational experience.

Music: The Valley City State University Music Department musicians present over 50 performances annually for the campus and community. Vocal and instrumental groups include the Concert Choir, University Singers, Concert Band, Pep Band, and Jazz Ensemble, the All-Star Percussion ensemble, and the Handbell Choir. These university groups are open to all students by audition.

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

Reader's Theatre: Students may participate in VCSU's Reader's Theatre Program, "Under the Reading Tree." Performers and assistants work on selecting, editing and presenting these programs to varied audiences (elementary classes, etc.). Different programs are presented each semester and are sponsored by the VCSU Speech League. Students may receive credit for their involvement.

Sister University: Students may take part in an exchange program and study in our sister university in La Paz, Mexico. UABCS students study annually at VCSU. Students interested in this exchange program are strongly encouraged to include Spanish in their program of study at VCSU.

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

REGISTRATION

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

Academic Advising

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

Course Load for Students

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

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

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 attend all class sessions of courses for which they are registered.

Change of Program

Any student desiring a change of program after completing the initial registration for the term must complete the "Change of Program" card at the Office of Admissions and Records. Failure to comply may result in the discontinuance of further financial benefits.

Adding a Course

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

Withdrawal from a Course

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

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

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

Withdrawal from the University

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

Concurrent Enrollment

The student desiring to enroll for additional credit at another institution must consult with the Vice President for Academic Affairs.

Transcripts of Academic Records

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

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

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

ADDITIONAL CREDIT OPPORTUNITIES

Summer Session

Courses are offered during the summer on a regularly scheduled basis. Refer to the Summer Session Bulletin available during Spring Semester.

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 Admissions and Records.

Challenging a Course

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

Foreign Language Placement Policy

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

Credit for Military Service Experience

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

Credit for Life and Work Experience

The Valley City State University Prior Learning Assessment Program is designed to offer adult learners the opportunity to apply learning received from life and work experience toward the Valley City State University degree. This program is administered through the Vice President for Academic Affairs and is based on principles developed by the Council for the Advancement of Experiential Learning (CAEL). Information may be obtained from the Director of Student Academic Services.

Correspondence Study

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

Workshops and Off-Campus Courses

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

Project 65

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

Dual Credit

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

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

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

Internship

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

Eligibility to enroll for academic credit is granted through the Internship Program when an internship position is secured. Upon being hired, the student enrolls in the appropriate internship courses numbered 497. Through the 497 courses, the students can earn from 1 to 12 credits per semester, depending on the total hours to be employed. Students may earn up to 12 semester hours of internship credits before graduation, but each academic division will determine how many credits may be applied to the degree requirements. Students employed in a full-time internship position may be granted full-time equivalent student status by the University in order to clarify matters related to financial aid eligibility, verification of student enrollment, or eligibility for Veterans Administration benefits.



VCSU Online

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

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

VCSU Online course offerings include courses that are 100% online to courses that occur partially online and partially on-campus. Each VCSU Online course is explained on the VCSU Online catalogue.

Online learners can find their frequently asked questions answered at the VCSU Online site (<http://www.vcsu.nodak.edu>). Information addressed includes:

- Admission application
- Online registration
- Online tuition and fees
- Financial aid/Scholarships
- Student services
- E-mail accounts
- Online bookstore
- Online library
- Continuing education programs
- Campus academic calendar
- Campus directory
- Athletic eligibility

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

SCHOLASTIC STANDING

Credit

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

Grade Point Average

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

Grading and Grade Point System

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

Grade	Significance	Grade Points
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Passing	1.00
F	Failure	0.00
I	Incomplete	0.00
S	Satisfactory	0.00
U	Unsatisfactory	0.00
AU	Audit	0.00
W	Withdrawal	0.00

Incompletes

The grade of incomplete may be negotiated with an instructor when the student has failed to meet a specific and important requirement in the course but has in other respects done passing work for the semester. The grade of incomplete must be removed during the regular semester following the term in which it was reported. If the deficiency is not made up within the specified time, the incomplete will revert to the grade earned at the time the incomplete was negotiated.

S-U Grade Option

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

Audit

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

Repeating a Course

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

Honors

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

Academic Probation and Suspension

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

Total Hours Attempted	Cumulative GPA Required
16	1.60
32	1.80
64	2.00

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

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

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

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

Academic and Scholastic Standing Committee

The Academic and Scholastic Standing Committee is comprised of administration and faculty members who convene for the purpose of considering petitions concerning student academic affairs. The student submitting a petition may be asked to appear for a hearing with the Committee. Decisions may be appealed as outlined in the [VCSU Student Handbook](#).



Athletic Eligibility

Eligibility of students to participate in athletics is governed by the rules and bylaws of the associations in which the University holds membership.

Student Classifications

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

REQUIREMENTS FOR GRADUATION

All students must meet certain general requirements before graduating from Valley City State University. The student enrolled in a bachelor's degree program may elect to graduate under the requirements of the bulletin in effect during the year of graduation or under the bulletin 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 Admissions and Records. The cut-off dates for applying are published in the academic calendar.
2. A minimum of 128 semester hours are required for graduation with a bachelor's degree.
3. All candidates for a degree must complete 24 semester hours in residence. Vocational-Technical Education majors must complete 12 semester hours in residence. A minimum of six hours of Valley City State University credit are required for a major and three hours for a minor.
4. All academic requirements must be completed before a student may graduate.
5. For the bachelor's degree a minimum of sixty semester hours must be completed at institutions beyond the junior college or community college level.
6. A candidate may be granted only one degree in a single term.
7. The total number of correspondence and extension credits applied toward a bachelor's degree may not exceed thirty-two semester hours. A maximum of sixteen hours of correspondence study may be applied toward the requirements for a degree. Six semester hours may be applied toward a major and three semester hours toward a minor.
8. 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.
9. All candidates for a degree must have a cumulative grade point average of at least a 2.00. The student must also demonstrate a minimum grade point average of 2.00 in each of the following requirements: major, minor, related field, area of concentration, and language or cultural studies. Those students receiving a B.S. in Education degree must have a cumulative grade point average of at least 2.50 .
10. All financial obligations to the University must be met at least two weeks before the date of graduation.
11. Degrees are conferred at commencement exercises held at the close of the spring semester. Candidates for graduation are those students who have satisfied graduation requirements summer through spring. Students completing graduation requirements spring semester are expected to participate in the exercises. Other immediately preceding term graduates are encouraged to participate as well.

12. All candidates for a degree must successfully demonstrate the eight VCSU abilities using a digital portfolio. Successful completion of the portfolio is determined by the academic division.

The Digital Portfolio Requirement at VCSU

As part of their graduation requirement at VCSU, all students must develop a digital portfolio that illustrates the intellectual and job-related abilities they have developed while studying at VCSU.

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

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

North Dakota University System Transfer Agreement

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

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

GENERAL EDUCATION REQUIREMENTS

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

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

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

Global Awareness: To look beyond one's immediate self and local community.

- **Works with diversity:** demonstrates awareness and respect for diversity
- **Understands systems:** can identify interrelationships between self, immediate community, and the global community.

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

- **Problem recognition:** Identifies the nature and scope of a problem; asks appropriate questions.
- **Gathering information:** identifies and gathers the appropriate information.
- **Creative thinking:** Finds new relationships among facts, concepts, theories, and interpretations
- **Systems analysis:** Examines the possible interactions and connections of various systems and determines the consequences of these interactions and connections.
- **Decision making:** Evaluates various types of information to draw reasonable conclusions and defends these conclusions rationally.

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

- **Responsibility:** Shows accountability to self and others.
- **Participates/Team:** Understands teamwork and cooperation.
- **Self-Management:** Demonstrates self-directed commitment.
- **Self-Worth:** Cultivates an intrinsic sense of personal value.

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

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

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

- **Visualization:** Uses intuition and imagination to perceive and interpret an aesthetic experience.
- **Receptivity:** Listens, views, and reads with imagination and understanding.

Technology: To select and apply technology appropriately.

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

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

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

General Education Requirements for Bachelor's Degree

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

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

Communication and Collaboration **9 hours**
COMM 110
ENGL 110, 1.02, or 125

Aesthetic Engagement **6 hours**
HUM 201 and 202

Global Perspective and Effective Citizenship **6 hours**
(The student must complete two of the following courses)
ECON 201 and 202
GEOG 150
HIST 100 (Ele Majors Only), 103, 104, 211, 212, 270
SOC 110, 111

Problem Solving **12 hours**
(16 hours for Elementary Education majors)
MATH 102 (one course which meets the requirements of the student's program; please contact your advisor)
Science (two courses in laboratory science; three courses in Elementary Education)

Wellness **6 hours**
HPER 100 and 101, 102 or 103
PSYC 111

Technology **3 hours**
BVED 180, CSCI 122, 128, or 160

DEGREE OPTIONS AND REQUIREMENTS**Bachelor of Arts**

The Bachelor of Arts degree is designed to give academic breadth in the liberal arts rather than specialization in a discipline area. The requirements include:

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

Bachelor of Science

The Bachelor of Science degree is designed to prepare student in a specific discipline area. The requirements include:

1. Completion of the General Education requirements.
2. Completion of a major and minor or composite major.
3. Completion of the sixteen semester hour requirement in a related field (the student should review the program outline for specified discipline areas).
4. Completion of the general requirements for graduation.
5. Completion of electives.
6. Completion of a minimum total of 128 semester hours.

Bachelor of Science in Education

The Bachelor of Science in Education is designed to prepare students for certification as elementary and secondary teachers. The requirements include:

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



Bachelor of University Studies

The Bachelor of University Studies degree is designed to allow the student the flexibility of designing a course of study which fits with his or her interests and goals in life. The student must have a degree plan approved by the Vice President for Academic Affairs. The proposed degree plan must meet with the generally accepted goals of a bachelor's degree. The degree plan will consist of the following items:

1. A statement of the interests and goals the student expects to meet by choosing the Bachelor of University Studies degree.
2. A program of study consisting of a minimum of 128 semester hours with at least 50 semester hours of upper-level credit, and an area of concentration of 32 semester hours. The courses may cross departmental lines but the areas must be related and justified by the student's goals. The candidate for the Bachelor of University Studies degree must meet all other general requirements and obligations for graduation.

Pre-Professional Programs

Valley City State University offers a number of pre-professional programs that include chiropractic, dentistry, medicine, nursing, optometry, pharmacy, physical therapy, veterinary medicine, social work, respiratory therapy, occupational therapy, mortuary science and engineering.

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

Pre-Chiropractic Program

Valley City State University has an agreement with Northwestern College of Chiropractic in Minneapolis, MN for a 3-1-3 Program. This program allows students to enter Northwestern college of Chiropractic after 3 years of undergraduate study at Valley City State University. Then, after satisfactorily completing the first year at Northwestern College, students are granted a Bachelor of Arts degree in Biology from Valley City State University. Students receive a Doctor of Chiropractic degree after successfully completing three additional years of Chiropractic education and clinical training at Northwestern.

Athletic Training Internship Program

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

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

FIELDS AND PROGRAMS OF STUDY

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

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

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

- c AIS/MIS Concentration in Computer Information Systems – Composite (42)
- c Accounting Concentration in Business Administration – Composite (40)
- M Art (58)
- m Art (60)
- m Athletic Coaching (65)
- M Biology (68)
- m Biology (70)
- m Business (45)
- M Business Administration – Composite (40)
- M Business Education (41)
- M Business Education – Composite (41)
- m Business Software Applications (45)
- M Chemistry (68-69)
- m Chemistry (70)
- c CIS Concentration in Computer Information Systems – Composite (42)
- M Computer Information Systems – Composite (42)
- m Computer Science (70)
- m Corporate Training (45)
- e ESL Endorsement (52)
- m Early Childhood Education (55)
- m Earth and Environmental Science (70)
- M Elementary Education (54)
- M English (48)
- m English-Elementary (51)
- m English-Secondary (51)
- c Finance Concentration in Business Administration (40)
- m Geography (51)
- M Health Education (64)
- m Health Education (65)
- M History (48)
- m History (51)
- M Human Resources (49)
- m Human Resources (51)
- M Instructional Technology (42)
- m Instructional Technology (45)
- m Library Media and Information Science (51)
- c Management Concentration in Business Administration – Composite (40)
- c Marketing Concentration in Business Administration – Composite (40)
- M Mathematics (69)
- m Mathematics (71)
- m Mathematics-Elementary (71)
- m Mathematics-Secondary (71)
- M Music (59-60)
- m Music (61)
- c Networking Concentration in Computer Information Systems – Composite (42)
- M Office Management – Composite (43)
- m Office Management (45)
- M Physical Education (64)
- m Physical Education (65)
- m Physics (71)
- m Piano Pedagogy (61)
- m Psychology (55)
- m Reading-Elementary (55)
- m Reading-Secondary (55)
- m Recreation (66)
- M Science – Composite (69)
- M Social Science (49-50)
- m Sociology (52)
- M Spanish (50)
- m Spanish (52)
- m Speech-Communication-Theatre Arts (52)
- M Technology Education (43)
- m Technology Education (45)
- M Vocational and Technical Education – Composite (44)

COURSE LEVEL

Courses numbered 100 to 199 are considered to be Freshman level; courses numbered 200 to 299 are Sophomore level; courses numbered 300 to 399 are Junior level; and courses numbered 400 to 499 are Senior level courses. The student should note that many upper level courses have prerequisites and should plan accordingly.

SPECIAL TOPICS COURSES

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

COMMON COURSE NUMBERING

The North Dakota University system adopted "Common Course Numbering" in 1998. All campuses are transitioning to CCN during the year 2000. CCN is a means of standardizing course numbers across all campuses within the system. For example, it means that a course numbered 100 at one campus is equivalent to a similarly titled and numbered course at another campus.

To help you, we've included both the old course numbers and the equivalent common course number. We hope this will minimize confusion during this initial transition year. The best advice is to work closely with your advisor. This will ensure correct and appropriate selection of courses for your degree.

OLD COURSE NUMBER/TITLE		NEW COURSE NUMBER/TITLE	
ACCT:			
ACCT 321	Intermediate Accounting I	ACCT 321	Financial Reporting & Analysis I
ACCT 322	Intermediate Accounting II	ACCT 322	Financial Reporting & Analysis II
ACCT 361	Managerial Cost Accounting I	ACCT 361	Managerial Accounting
ACCT 362	Cost Accounting II	ACCT 362	Cost Accounting Systems
BIOL:			
BIOL 211	General Biology	BIOL 150	General Biology I
BIOL 212	General Biology	BIOL 151	General Biology II
BIOL 221	Invertebrate Zoology	BIOL 230	Invertebrate Biology
BIOL 222	Vertebrate Zoology	BIOL 231	Vertebrate Biology
BIOL 240	Human Anatomy & Physiology	BIOL 220	Human Anatomy & Physiology
BIOL 241	Human Anatomy & Physiology	BIOL 221	Human Anatomy & Physiology
BIOL 321	Genetics	BIOL 315	Genetics
BIOL 350	Laboratory Preparation and Assistance	BIOL 395	Lab Preparation & Management
BIOL 410	Ecology	BIOL 410	Field Ecology
BVED:			
BVED 101	Keyboarding I	BVED 102	Keyboarding I
BVED 202	Spreadsheet Applications	BVED 202	Spreadsheets
CHEM:			
CHEM 115	Chemistry and Society	CHEM 110	Chemistry and Society
CHEM 202	Introduction to Organic and Biochemistry	CHEM 116	Introduction to Organic and Biochemistry
CHEM 203	Introduction to Biochemistry	CHEM 260	Biochemistry
CHEM 311	Quantitative Analysis	CHEM 330	Quantitative Analysis I
CHEM 312	Quantitative Analysis	CHEM 331	Quantitative Analysis II
CHEM 331	Organic Chemistry	CHEM 341	Organic Chemistry I
CHEM 332	Organic Chemistry	CHEM 342	Organic Chemistry II
CHEM 350	Laboratory Preparation and Management	CHEM 395	Laboratory Preparation and Management
CIS:			
CIS 176	Introduction to Programming – Visual Basic	CIS 176	Business Language
CIS 179	Introduction to Operating Systems	CIS 360	Operating Systems
CIS 181	Business Application Programming I (COBOL)	CIS 181	Computer Programming – COBOL
CIS 182	Business Application Programming II (COBOL)	CIS 182	Information Systems Hardware Management
CIS 221	Networking Essentials	CIS 321	Fundamentals of Networking
CIS 240	Computer Programming – RPG	CIS 430	Centralized Database Management
CIS 280	Systems Development Methods	CIS 380	Systems Design and Analysis
CIS 310	Router Programming	CIS 410	Advanced Business Languages
CIS 360	Internet Technologies	CIS 420	Internet Languages
CIS 385	Data Files and Databases I	CIS 385	Database Theory/Design
CIS 386	Data Files and Databases II	CIS 386	Advanced Database Theory/Language
CIS 480	Systems Development Project	CIS 480	Capstone Project
COMM:			
COMM 114	Introduction to Human Communication	COMM 311	Communication and Interviewing
COMM 271	Journalism	COMM 200	Introduction to Media Writing
COMM 272	Newswriting	COMM 244	Reporting and Feature Writing
COMM 320	Interpersonal Communication	COMM 212	Interpersonal Communication
COMM 475	Methods of Teaching Communication Arts	ENGL 490A	Methods of Teaching Communication Arts
COMM 476	Methods of Teaching Composition	ENGL 490B	Methods of Teaching Composition
CS:			
CS 170	Intro. to Computers & Programming (PASCAL)	CSCI 128	Intro. to Computers & Prog. (PASCAL)
CS 175	Intro. to Computers & Programming (BASIC)	CSCI 122	Intro. to Computers & Programming (BASIC)
CS 221	Introduction to Structured Programming I	CSCI 160	Introduction to Structured Programming I
CS 222	Introduction to Structured Programming II	CSCI 161	Introduction to Structured Programming II
CS 222	Assembly Language Programming	CSCI 350	Assembly Language Programming
CS 365	Programming Language Topics	CSCI 365	Programming Language Topics
CS 370	Computer Organization and Systems	CSCI 370	Computer Organization and Systems
CS 372	Comparative Programming Languages	CSCI 372	Comparative Programming Languages
CS 380	Teaching Computer Science	CSCI 380	Teaching Computer Science
CS 450	Practicum in Computer Science	CSCI 450	Practicum in Computer Science
CSCI:			
CSCI 155	Introductory Photographic Techniques	PHYS 155	Introductory Photographic Techniques
CSCI 255	Intermediate Photographic Techniques	PHYS 255	Intermediate Photographic Techniques
CSCI 355	Advanced Photographic Techniques	PHYS 355	Advanced Photographic Techniques
CSCI 400	Secondary Science Methods and Techniques	BIOL 490 & CHEM 490	Secondary Science Methods and Techniques

ENGL:

ENGL 111	Composition I	ENGL 110	College Composition I
ENGL 112	Composition II	ENGL 120	College Composition II
ENGL 200	Basic Grammar and Usage	ENGL 204	Basic Grammar and Usage
ENGL 210	Business and Technical Writing	ENGL 125	Introduction to Professional Writing
ENGL 225	Literary Analysis	ENGL 271	Literary Analysis I
ENGL 231	American Literature	ENGL 261	American Literature I
ENGL 232	American Literature	ENGL 262	American Literature II
ENGL 241, 242	World Literature	ENGL 240	World Literature Masterpieces

E&SS:

E&SS 225	Introduction to Earth Science	GEOL 100	Introduction to Earth Science
E&SS 240	Introductory Astronomy	PHYS 110	Introductory Astronomy
E&SS 245	Historical Geology	GEOL 116	The Earth Through Time
E&SS 315	Soil Science and Survey	GEOL 315	Soil Science and Survey
E&SS 350	Planetarium Science	PHYS 275	Planetarium Science
E&SS 365	Problems in Earth Science	GEOL 391	Problems in Earth Science
E&SS 450	Field Experience in Earth Science	GEOL 394	Field Methods in Earth Science

GEOG:

GEOG 110	Principles of Geography	GEOL 150	Principles of Geography
GEOG 225	Introduction to Earth Science	GEOL 100	Introduction to Earth Science
GEOG 332	Economic Geography	GEOG 352	Economics Geography
GEOG 350	Anglo-America	GEOG 262	Geography of North America
GEOG 355	Geography of Latin America	GEOG 363	Geography of Latin America
GEOG 365	Problems in Earth Science	GEOG 391	Problems in Geography
GEOG 390	Russia and Her Neighbors	GEOG 365	Russia and Her Neighbors
GEOG 433	Geography of Europe	GEOG 364	Geography of Europe
GEOG 450	Field Experience in Earth Science	GEOG 492	Field Experience in Geography

HIST:

HIST 201	U.S. to 1877	HIST 103	U.S. to 1877
HIST 202	U.S. To Present	HIST 104	U.S. to Present
HIST 300	Minorities	HIST 300	Race, Ethnic, and Gender Relations
HIST 390	Russia and Her Neighbors	HIST 365	Russia and Her Neighbors
HIST 401	Historical Research Methods	HIST 492	Historical Research Methods
HIST 490	Historiography	HIST 400	Historiography

HLTH:

HLTH 200	Substance Abuse Education	HPER 105	Substance Abuse Education
HLTH 210	First Aid, CPR, and Safety	HPER 210	First Aid, CPR, and Safety
HLTH 300	Drug Education and Information	HPER 300	Drug Education and Information
HLTH 310	Communicable & Non-Communicable Diseases	HPER 310	Communicable & Non-Comm. Diseases
HLTH 360	Human Sexuality	HPER 370	Human Sexuality
HLTH 390	Nutrition and Consumer Health Education	HPER 390	Nutrition and Consumer Health Education
HLTH 400	Current Issues in Community Health	HPER 400	Current Issues in Community Health
HLTH 430	School Health and Methods of Instruction	HPER 470	School Health and Methods of Instruction

MATH:

MATH 110	Topics in Elementary Algebra	MATH 099	Beginning Algebra
MATH 115	Intermediate Algebra	MATH 102	Intermediate Algebra
MATH 131	College Algebra	MATH 103	College Algebra
MATH 132	Plane Trigonometry	MATH 105	Plane Trigonometry
MATH 201	Mathematics for Elementary Teachers I	MATH 277	Mathematics for Elementary Teachers I
MATH 202	Mathematics for Elementary Teachers II	MATH 278	Mathematics for Elementary Teachers II
MATH 211, 212, 213	Analytic Geometry and Calculus I, II, III	MATH 165, 166, 265	Analytic Geometry and Calculus I, II, III
MATH 350	Teaching Secondary School Mathematics	MATH 490	Teaching Secondary School Mathematics
MATH 440	Differential Equations	MATH 266	Differential Equations

MGMT:

MGMT 435	Operations Management	MGMT 350	Quantitative Analysis & Operations Mgmt.
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MRKT:

MRKT 302	Software for Presentations & Multimedia Apps.	MRKT 302	Multimedia Applications
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PE:

PE	All Physical Education courses	HPER	All Physical Education courses
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PHYS:

PHYS 115 Introduction to Physics
PHYS 141 General Physics I
PHYS 142 General Physics II
PHYS 240 Introductory Astronomy
PHYS 261 University Physics
PHYS 262 University Physics
PHYS 350 Laboratory Preparation and Assistance

PSCI:

PSCI 231 American National Government
PSCI 232 State and Local Government

PSYC:

PSYC 100 General Psychology
PSYC 300 Child Development
PSYC 305 Adolescent Development
PSYC 440 Abnormal Psychology

SOC:

SOC 100 Principles of Sociology
SOC 200 Family Relationships
SOC 290 Anthropology
SOC 300 Minorities

SPAN:

SPAN 101 Beginning Spanish
SPAN 102 Beginning Spanish
SPAN 201 Intermediate Spanish
SPAN 202 Intermediate Spanish
SPAN 360, 460 Travel to a Spanish Speaking Country
SPAN 370 Practicum in Teaching Spanish
SPAN 470 Methods of Teaching Spanish

SSCI:

SSCI 235 North Dakota Indian & Multicultural Studies
SSCI 335 North Dakota Studies
SSCI 405 Social Science Methods
SSCI 407 Research Methods

TECH:

TECH 161 Metal Technology
TECH 256 Energy and Transportation
TECH 306 Technology for Children

TECH 310 Technology: Its Impact on Society

TECH 330 Media Production Techniques
TECH 331 Electronic Publishing
TECH 371 Construction II
TECH 391 Industrial Finishes and Testing
TECH 411 Curriculum Analysis and Planning
TECH 416 Organization and Administration of Technology Education

TECH 431 Graphic Communications
TECH 456 Transportation
TECH 471 Synthetic Materials
TECH 478 Manufacturing II

THEA:

THEA 200 Acting and Voice Development
THEA 250 Costume Design
THEA 360 Technical Production

PHYS 100 Concepts of Physics
PHYS 161 Introductory College Physics I
PHYS 162 Introductory College Physics II
PHYS 110 Introductory Astronomy
PHYS 351 University Physics
PHYS 352 University Physics
PHYS 395 Independent Study/Undergraduate Research

PSCI 115 American National Government
PSCI 116 State and Local Government

PSYC 111 Introduction to Psychology
PSYC 352 Child Psychology
PSYC 353 Adolescent Psychology
PSYC 370 Abnormal Psychology

SOC 110 Introduction to Sociology
SOC 220 The Family
SOC 111 Introduction to Anthropology
SOC 300 Race, Ethnic, and Gender Relations

SPAN 101 1st Year Spanish I
SPAN 102 1st Year Spanish II
SPAN 201 2nd Year Spanish I
SPAN 202 2nd Year Spanish II
SPAN 396, 495 Travel to a Spanish Speaking Country
SPAN 393 Practicum in Teaching Spanish
SPAN 490 Methods of Teaching Spanish

HIST 270 North Dakota Indian & Multicultural Studies
HIST 220 North Dakota Studies
HIST 490 Social Science Methods
SOC/PSCI 492 Research Methods

TECH 161 Introduction to Technology Education
TECH 256 Resources for Technology
TECH 306 Inventions and Innovations – Technology Education for Children

TECH 310 Design, Technology and Engineering for Children

TECH 330 Exploring Technology
TECH 331 Innovation and Engineering Design
TECH 371 Technology Systems
TECH 391 Foundations of Technology
TECH 411 Curriculum and Methods
TECH 416 Applying Technology

TECH 431 Engineering Technology
TECH 456 Intelligent Machines
TECH 471 Technology and Entrepreneurship
TECH 478 Technology Assessment

THEA 161 Acting One
THEA 350 Costume and Makeup Design
THEA 270 Stagecraft

THE TEACHER EDUCATION PROGRAM

Mission and Objectives

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

Goals

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

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

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

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

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

Institution Abilities

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

Objectives

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

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

DECISION MAKING

Decisions made by teachers relate basically to the following functions:

Planning

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

Implementation

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

Evaluation

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

Reflection

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

DELIVERY OF CURRICULUM

The program provides an opportunity for enrollees to acquire entry-level teaching knowledge and skills through university courses, clinical experiences, and field experiences. Some of the clinical types of experiences take place in university classrooms, but the majority occurs in grade K-12 public school classrooms.

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

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

ADMISSION TO TEACHER EDUCATION

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

Criteria for Admission to Teacher Education

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

1. Sophomore standing or better with a minimum cumulative grade point average of 2.50.
2. Satisfactory academic performance in ENGL 111 and 112 and successful completion of a speech screening test.
3. Record of good conduct and evidence of good physical and mental health. Recommendations from the adviser, the Vice President for Student Affairs, the Introduction of Education instructor, and evaluations by the University Nurse and any other related professionals will serve as documentation.
4. Eligibility requirements for teacher certification in the State of North Dakota upon VCSU program completion, as outlined in the latest issue of the Educator's Professional Certificate Regulation booklet published by the North Dakota Department of Public Instruction.
5. Sophomore standing or better with a minimum cumulative grade point average of 2.50.

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

Continuance in Teacher Education

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

Student Teaching

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

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

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

Criteria for Admission to Student Teaching

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

1. Continued satisfactory performance on all criteria for admission and retention in the teacher education program. Recommendations by the Vice President for Student Affairs and the appropriate Division Chair will be reviewed.
2. Senior standing or equivalent with a minimum cumulative grade point average of 2.50
3. Completion of the professional education sequence before student teaching. The Director of Student Teaching in consultation with the Division Chair may make exceptions to this criterion if circumstances warrant it.
4. Agreement to provide evidence of personal liability insurance by joining the Student National Education Association (SNEA) or by a private insurance policy. The student will present proof of such insurance on or

Prior to the first day of the semester of student teaching.

5. Submission of student teaching application to the Director of Student Teaching during the semester preceding the semester of student teaching.
6. During Student Teaching, students will not be allowed to take more than three semester hours of credit during the 10 weeks of student teaching without approval of the Teacher Education Committee. Any requests for exceptions must be presented in writing to the Teacher Education Committee.

Valley City State University reserves the right to have the student meet additional requirements that the Division of Education and Psychology may establish. The Teacher Education Committee will review the application and recommend to the Chair of the Division of Education and Psychology to approve or deny the application for admission to student teaching.

Criteria for Certification Recommendation

The Chair of the Division of Education and Psychology makes the recommendation for teacher certification. 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 Bulletin and the Teacher Education Handbook.
3. Successful student teaching experience.
4. Successful completion of an approved Professional Development Portfolio.

The Registrar sends the application to the Department of Public Instruction for issuance of a teaching certificate.

Appeal and Petition Process for Teacher Education

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

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

Students wishing to appeal any recommendation of the Teacher Education Committee or a decision of the Division Chair should consult the Student Handbook that details final appeal procedures under the University Hearings and Appeals Board.



DIVISION OF BUSINESS AND TECHNOLOGY

Division Chair: Dwight Crabtree, Associate Professor (701) 845-7239

The overall objective of the Division of Business and Technology is to prepare students for gainful employment in the various areas of business, education, and information systems. The overall goal may be divided into subgoals which include the following:

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

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

Communication:	Convey information and knowledge effectively
Problem Solving:	Obtain, organize, and interpret information to provide for creative, critical solutions
Global Awareness:	Understand business, cultural, and political relationships in a global economy
Collaboration:	Build team relationships for Successful outcomes to objectives
Technology:	Use, understand, and implement to provide solutions in an information society

The Department of Business

Department Chair: Dwight Crabtree, Associate Professor (701) 845-7239

Faculty: Dwight Crabtree, Associate Professor
Jane Hammer, Instructor
Jay Hettiarachchy, Ph.D., Associate Professor
Ralph Hooper, J.D., Associate Professor
Wayne Johnson, Instructor
Dean Karges, Lecturer
David Melgaard, Professor
Rick Ross, Instructor
Dawn Shafer, Instructor
Diane Wicklund, Assistant Professor
Dianne Wood, Ed.D., Associate Professor

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

Minors: Business Software Applications (B.A., B.S., B.S. in Ed.)
Business (B.A., B.S., B.S. in Ed.)
Corporate Training (B.A., B.S.)
Office Management (B.A., B.S., B.S. in Ed.)

The Department of Technology

Department Chair: Donald Muga, Ed.D., Professor (701) 845-7128

Faculty: Matthew Edland, Instructor
Don Muga, Ed.D., Professor

Majors: Instructional Technology (B.A., B.S.)
Technology Education (B.S. in Ed.)

Minors: Instructional Technology (B.A., B.S., B.S. in Ed.)
Technology Education (B.S. in Ed.)

**COMPOSITE MAJOR
BUSINESS ADMINISTRATION
(B.S.)**

Specified General Education

BVED 180	Introduction to Computer Information Systems
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
ENGL 125	Introduction to Professional Writing
MATH 103 (minimum level)	College Algebra

Business Core 47 hours

ACCT 201	Accounting I
ACCT 202	Accounting II
ACCT 321	Financial Reporting & Analysis I
ACCT 335	Business Law I—The Legal Environment of Business
BVED 201	Word Processing
BVED 202	Spreadsheets
BVED 260	Database Management
BVED 340	Business Communications
ECON 261	Business Statistics
FIN 350	Money and Banking
FIN 375	Business Finance
MGMT 330	Principles of Management
MGMT 460	International Business
MGMT 480	Business Policy
MGMT 485	Entrepreneurship
MRKT 302	Multimedia Applications
MRKT 305	Principles of Marketing

Area of Concentration 18-21 hours

Select one from:

Accounting, Finance, Management, or Marketing

Directed Electives 5-9 hours

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

Electives and/or Internship 12-13 hours**AREAS OF CONCENTRATION****Accounting 21 hours**

ACCT 322	Financial Reporting & Analysis II
ACCT 336	Business Law II—Commercial Law
ACCT 355	Federal Taxation
ACCT 361	Managerial Accounting
ACCT 362	Cost Accounting Systems
ACCT 370	Automated Accounting Systems
FIN 380	Principles of Investments

Students intending to write the CPA exam are required to complete 150 semester hours, of which 24 must be in accounting and 24 hours must be in non-accounting business courses. These students will also take some of the following courses through the Valley City State University/Mayville State University partnership in conjunction with the Accounting concentration.

ACCT 356	Taxation of Corporations & Partnerships
ACCT 440	Advanced Accounting
ACCT 450	Auditing
ACCT 460	Fund Accounting

Finance

ACCT 322
ACCT 355
ACCT 361
ACCT 362
ACCT 370
FIN 380
MGMT 350

Management

ACCT 361
ACCT 370
MGMT 350

MGMT 425
MGMT 426
MGMT 430
MRKT 230

Marketing

CORP 304
MGMT 350

MRKT 230
MRKT 303
MRKT 320
MRKT 405
MRKT 415

21 hours

Financial Reporting & Analysis II
Federal Taxation
Managerial Accounting
Cost Accounting Systems
Automated Accounting Systems
Principles of Investments
Quantitative Analysis & Operations Management

20 hours

Managerial Accounting
Automated Accounting Systems
Quantitative Analysis & Operations Management
Human Resource Management
Labor Relations
Organizational Behavior
Web Page Development

18 hours

Effective Facilitation & Presentation Skills
Quantitative Analysis & Operations Management
Web Page Development
Desktop Publishing
E-Commerce
Retail Management
Marketing Research and Information



**COMPOSITE MAJOR
BUSINESS EDUCATION
(B.S. in Ed.)**

Specified General Education

BVED 180	Introduction to Computer Information Systems
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
MATH 103 (minimum level)	College Algebra

Specified Courses

ACCT 201	Accounting I	40 hours
ACCT 202	Accounting II	
ACCT 335	Business Law I-The Legal Environment of Business	

BVED 102	Keyboarding I
BVED 201	Word Processing
BVED 202	Spreadsheets
BVED 340	Business Communications
BVED 411	Methods and Materials for Teaching the Business Subjects

FIN 375	Business Finance
MGMT 330	Principles of Management
MGMT 485	Entrepreneurship
MRKT 230	Web Page Development
MRKT 302	Multimedia Applications
MRKT 303	Desktop Publishing
MRKT 305	Principles of Marketing

Directed Electives

ACCT 321	Financial Reporting & Analysis I	22-24 hours
ACCT 322	Financial Reporting & Analysis II	
ACCT 370	Automated Accounting Systems	
BVED 260	Database Management	
BVED 270	Integrated Business Systems & Technologies	
CIS 182	Information System Hardware Management	
CIS 321	Fundamentals of Networking	
CORP 304	Effective Facilitation and Presentation Skills	
ECON 261	Business Statistics	
FIN 350	Money & Banking	
MGMT 425	Human Resource Management	
MGMT 460	International Business	
MRKT 405	Retail Management	

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

Required for Vocational Certification by the North Dakota State Board for Vocational and Technical Education:
BVED 411, 431, 432

Professional Education**26 hours**

**MAJOR
BUSINESS EDUCATION
(B.S. in Ed.)**

Major and Minor required for this degree**Specified General Education**

BVED 180	Introduction to Computer Information Systems
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
MATH 103 (minimum level)	College Algebra

Specified Courses

ACCT 201	Accounting I	40 hours
ACCT 202	Accounting II	
ACCT 335	Business Law I-The Legal Environment of Business	

BVED 102	Keyboarding I
BVED 201	Word Processing
BVED 202	Spreadsheets
BVED 340	Business Communications
BVED 411	Methods and Materials for Teaching the Business Subjects

FIN 375	Business Finance
MGMT 330	Principles of Management
MGMT 485	Entrepreneurship
MRKT 230	Web Page Development
MRKT 302	Multimedia Applications
MRKT 303	Desktop Publishing
MRKT 305	Principles of Marketing

Minor**20-25 hours****Professional Education Sequence****26 Hours**

Required for Certification by the North Dakota State Board for Vocational and Technical Education:
BVED 411, 431, 432

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

Specified General Education

BVED 180	Introduction to Computer Information Systems
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomic
ENGL 125	Introduction to Professional Writing
MATH 103 (minimum level)	College Algebra

CIS Core 54 hours

ACCT 201	Accounting I
ACCT 202	Accounting II
ACCT 370	Automated Accounting
BVED 260	Database Management
MRKT 230	Web Page Development
CIS 176	Business Language
CIS 181	Computer Programming – COBOL
CIS 182	Information Systems Hardware Management
CIS 321	Fundamentals of Networking
CIS 330	Information Systems Management
CIS 380	Systems Design and Analysis
CIS 385	Database Theory/Design
CIS 460	Network Administration
CIS 480	Capstone Project
ECON 261	Business Statistics
MATH 146	Applied Calculus I
MGMT 430	Organizational Behavior
MRKT 302	Multimedia Applications

Area of Concentration 18 hours

Select one from:

Computer Information Systems, Accounting/Management Information Systems, or Networking

Electives and/or Internship 14 hours

For the Bachelor of Science degree, the student must complete fourteen hours in one of the following related fields: Geology, Mathematics, Physics, Communications, Sociology; or in an area approved by the Computer Information Systems advisor.

**or
Language, Cultural Studies or Related Field 16 hours**

For the Bachelor of Arts degree, the student must complete sixteen hours of a foreign language or cultural studies.

AREAS OF CONCENTRATION**AIS/MIS 18 hours**

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

CIS

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

18 hours**Networking**

CIS 386	Advanced Database Theory/Languages
CIS 360	Operating Systems
CIS 430	Centralized Database Management
CIS 461	Advanced Networking Topics
ENGL 410	Professional Writing
MGMT 350	Quantitative Analysis & Operations Management

18 hours

**MAJOR
INSTRUCTIONAL TECHNOLOGY
(B.A., B.S.)**

Specified General Education

Math 103

Specified Courses

CIS 182	Information Systems Hardware Management
CIS 230	Web Page Development
CIS 321	Fundamentals of Networking
CIS 460	Network Administration
IT 312	Methods of Teaching with Instructional Delivery Systems

25 hours

IT 412

IT 492

TECH 330

Directed Electives

ART 494	IS: Computer Graphics II
CIS 176	Business Language
CIS 360	Operating Systems
IT 497	Internship
TECH 231	Communication Technology
TECH 306	Inventions and Innovations-- Technology Education for Children

10-12 hours

TECH 331

Innovation and Engineering Design

Language or Cultural Studies or Minor 16-24 hours

Special program requirements (cognates, language and cultural studies, professional education sequence, specified minors, etc.)

For the Bachelor of arts degree the student must complete sixteen hours of a foreign language or cultural studies.

For the Bachelor of Science degree the student must complete a minor.

**COMPOSITE MAJOR
OFFICE MANAGEMENT
(B.S.)**

Specified General Education

BVED 180	Introduction to Computer Information Systems
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
ENGL 125	Introduction to Professional Writing
MATH 103 (minimum level)	College Algebra

Specified Courses **51 hours**

ACCT 201	Accounting I
ACCT 202	Accounting II
ACCT 321	Financial Reporting & Analysis I
ACCT 335	Business Law I-The Legal Environment of Business
BVED 102	Keyboarding I
BVED 201	Word Processing
BVED 202	Spreadsheets
BVED 260	Database Management
BVED 270	Integrated Business Systems & Technologies
BVED 340	Business Communications
ECON 261	Business Statistics
FIN 375	Business Finance
MGMT 330	Principles of Management
MGMT 425	Human Resource Management
MGMT 350	Quantitative Analysis and Operations Management

MGMT 480	Business Policy
MRKT 302	Multimedia Applications
MRKT 303	Desktop Publishing
MRKT 305	Principles of Marketing

Directed Electives **12-15 hours**

ACCT 361	Managerial Accounting
ACCT 370	Automated Accounting Systems
CIS 385	Database Theory/Design
COMM 212	Interpersonal Communication
COMM 311	Communication and Interviewing
CORP 304	Effective Facilitation and Presentation Skills
MRKT 230	Web Page Development

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

Electives/Internship **19-22 hours**

The following major courses constitute the Technology Education degree. These courses are available in the traditional campus setting. Some of these courses are available through VCSU Online. To view currently available on-line courses, consult the VCSU Online Catalog (www.vcsu.edu).

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

Specified Courses **30 hours**

TECH 161	Introduction to Technology Education
TECH 256	Resources for Technology
TECH 306	Inventions and Innovations – Technology Education For Children
TECH 310	Design, Technology and Engineering for Children
TECH 330	Exploring technology
TECH 331	Innovation and Engineering Design
TECH 371	Technology Systems
TECH 431	Engineering Technology
TECH 456	Intelligent Machines
TECH 411	Curriculum and Methods
TECH 471	Technology and Entrepreneurship

Directed Electives **6 hours**

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

Professional Education Sequence **26 hours****Minor** **24 hours****Free Electives** **1 hours**

**COMPOSITE MAJOR
VOCATIONAL-TECHNICAL EDUCATION
(B.S.)**

Specified General Education

MATH 103 College Algebra

Specified Courses 13 hours

BVED 431 History, Philosophy & Practices of Vocational and Technical Education

BVED 432 Coordinating Cooperative Education Learning

BVED 433 Methods for Teaching Vocational and Technical Education Subjects

BVED 434 Managing Vocational Student Organizations

BVED 437 Student Performance Evaluation in Vocational and Technical Education

BVED 438 Developing and Managing Competency-Based Instructional Materials

Specified Electives 5-7 hours

BVED 436 Special Needs Learning for Vocational and Technical Education

COMM 311 Communication and Interviewing

COMM 360 Group Dynamics

CORP 304 Effective Facilitation and Presentation Skills

MRKT 302 Multimedia Applications

MRKT 303 Desktop Publishing

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

Students, with the consent of their advisor, should choose Option 1 or Option 2 below.

Option 1 – Technical Specialty 50 hours

Students who have successfully completed a State Board for Vocational and Technical approved post-secondary program in their area of technical specialty from area vocational institutions, or possess an associate of applied science degree or its equivalent, are eligible for technical specialty credits.

Students who meet work experience requirements but have not completed an approved Trade, Industry, Technical, and Health Education program may apply for Technical Specialty Life Experience credits through the Prior Learning Assessment Program.

Directed Electives 14-16 hours

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

Option 2 – Business Management 24-33 hours

BUSI 497 Business Internship

BVED 201 Word Processing

MGMT 330 Principles of Management

MGMT 425 Human Resource Management

MGMT 426 Labor Relations

MGMT 430 Organizational Behavior

MGMT 350 Quantitative Analysis and Operations Management

MGMT 485 Entrepreneurship

Directed Electives 33-43 hours

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

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

Specified General Education

MATH 103 College Algebra

Specified Courses 13 Hours

BVED 431 History, Philosophy & Practices of Vocational and Technical Education

BVED 432 Coordinating Cooperative Education Learning

BVED 433 Methods for Teaching Vocational and Technical Education Subjects

BVED 434 Managing Vocational Student Organizations

BVED 437 Student Performance Evaluation in Vocational and Technical Education

BVED 438 Developing and Managing Competency-Based Instructional Materials

Technical Specialty 45-50 hours

Students who have successfully completed a State Board for Vocational and Technical Education approved Trade, Technical and Health Education program in their area of technical specialty from area vocational institutions or possess an associate of applied science degree or its equivalent are eligible for technical specialty credits.

Students who meet work experience requirements but have not completed an approved Trade, Technical and Health Education program may apply for Technical Specialty Life Experience credits through the Prior Learning Assessment Program.

Professional Education Sequence 26 hours

EDUC 205 Introduction to Teaching (Secondary)

EDUC 300 Educational Technology

EDUC 375 Teaching Reading in the Content Areas

EDUC 240 Educating Exceptional Students

EDUC 450 Current Issues and Trends

EDUC 480 Student Teaching (Secondary)

or

EDUC 492 Student Internship

PSYC 353 Adolescent Psychology

PSYC 430 Educational Psychology

Students may also choose courses that apply toward a teaching minor approved by the institution or other appropriate electives to complete 128 semester credits required for the degree.

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

Specified Courses	23-24 hours
ACCT 201	Accounting I
ACCT 202	Accounting II
ACCT 335	Business Law I – The Legal Environment of Business
BVED 201	Word Processing
BVED 340	Business Communications
MGMT 330	Principles of Management
MGMT 485	Entrepreneurship
MRKT 305	Principles of Marketing

Students using the minor with a B.S. in Ed. will complete BVED 411 Methods and Materials for Teaching the Business Subjects instead of MRKT 305 Principles of Marketing.

**MINOR
BUSINESS SOFTWARE APPLICATIONS
(B.A., B.S., B.S. in Ed.)**

Specified Courses	23-25 hours
ACCT 201	Accounting
ACCT 202	Accounting II
ACCT 370	Automated Accounting Systems
BVED 201	Word Processing
BVED 202	Spreadsheets
BVED 260	Database Management
BVED 270	Integrated Business Systems & Technologies
CIS 385	Database Theory/Design
MRKT 230	Web Page Development
MRKT 302	Multimedia Applications
MRKT 303	Desktop Publishing

Students using the minor with a B.S. in Ed. will complete BVED 411 Methods and Materials for Teaching the Business Subjects instead of a programming course.

**MINOR
CORPORATE TRAINING
(B.A., B.S.)**

Specified Courses	16-19 hours
BUSI 497	Business Internship
COMM 212	Interpersonal Communications
or	
COMM 360	Group Dynamics
CORP 304	Effective Facilitation and Presentation Skills
CORP 320	Adult Learning Styles
MRKT 302	Multimedia Applications
PSYC 430	Educational Psychology

Directed Electives **6-10 hours**

COMM 311	Communication and Interviewing
MGMT 430	Organizational Behavior
MRKT 303	Desktop Publishing
PSYC 410	Mental Health
PSYC 450	Personality Theories and Measurement
SOC 111	Introduction to Anthropology
SOC 350	Social Psychology

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

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

Directed Electives **5-6 hours**

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

The Instructional Technology major and minor fulfills the minor requirement for Elementary and Secondary Education majors. The student seeking a position as a technology coordinator in the elementary or secondary school is strongly encouraged to complete an Elementary or Secondary Education major.

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

**MINOR
OFFICE MANAGEMENT
(B.A., B.S., B.S. in Ed.)**

Specified Courses	23-24 hours
ACCT 201	Accounting I
ACCT 202	Accounting II
BVED 201	Word Processing
BVED 260	Database Management
BVED 270	Integrated Business Systems and Technologies
BVED 340	Business Communications
MGMT 425	Human Resource Management
MRKT 230	Web Page Development
MRKT 303	Desktop Publishing

Students using the minor with a B.S. in Ed. will complete BVED 411 Meth. and Mat. for Teaching the Business Subjects.

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

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

Directed Electives **3 hours**

TECH 231, 241, 242, 310, 331, 371, 391, 395, 416, 450, 471, 478, 495 and also may include courses in Business, CIS, Computer Science, Mathematics, Science, Instructional Technology, or Elem. Education with approval of the advisor.



DIVISION OF COMMUNICATION ARTS AND SOCIAL SCIENCE

**Division Chair: Julee Russell, Ph.D.,
Assistant Professor (701) 845-7440**

The focus of study in the Division of Communication Arts and Social Science is humanity in its broadest dimensions; specifically, those highly developed human capabilities of communication and social organization. The general goals of the Division are:

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

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

Communication:	Excellent writing and speaking abilities
Aesthetic Engagement/ Problem Solving:	Sophisticated analytical skills
Problem Solving/ Technology:	Competent researcher
Global Awareness:	Synthesizes language, life, and culture

The Department of Communication Arts

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

Faculty: Noreen Braun, Lecturer
Margaret Dahlberg, Ph.D., Assistant Professor
Diana Fischer, Instructor
Martin Kelly, Ph.D., Assistant Professor
Robert Kibler, Ph.D., Assistant Professor
K. Kay Kringlie, Associate Professor
Julee Russell, Ph.D., Assistant Professor
Shannon VanHorn, Instructor
Margaret Wieland, Assistant Professor

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

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

The Department of Social Science

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

Faculty: Kevin Fernlund, Ph.D., Assistant Professor
Gordon Hoff, D.A., Professor
Lori Lahlum, Instructor

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

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

MAJOR ENGLISH (B.A.)

Specified Courses **9 hours**

- ENGL 271 Literary Analysis I
- ENGL 274 Literary Genres/Periods
- ENGL 480 Shakespeare

Directed Electives **30 hours**

National and Minority Literature** **12 hours**

Select from offerings in American, English and World Literature courses, in consultation with advisor. Diversity is encouraged.

Select from:

- COMM 200 Introduction to Media Writing
- ENGL 125 Introduction to Professional Writing*
- ENGL 300 Grammatical Analysis
- ENGL 305 Writing Workshop
- ENGL 310 Advanced Composition
- ENGL 400 History of English Language
- ENGL 497 Internship

Communication/Theatre/Library/English **9 hours**

Select from offerings in Communications, Theatre, Library, or other English courses.

*ENGL 125, if taken as a General Education Studies course, will not fulfill one of the writing course menu options.

**At least six (6) semester hours of literature must be completed at VCSU.

***Minimum 2.7 GPA required for English major courses.

Language or Cultural Studies **16 hours**
Minor **24 hours**

MAJOR ENGLISH (B.S. In Ed.)

Specified General Education **9 Hours**

- COMM 110
- ENGL 110
- ENGL 120 or 125* (2.5 GPA minimum requirement)

Specified Courses*** **20 Hours**

- ENGL 271 Literary Analysis I
- ENGL 274 Literary Genres/Periods
- ENGL 300 Grammatical Analysis
- ENGL 400 History of English Language
- ENGL 480 Shakespeare

- ENGL 490a Methods of Teaching Communication Arts
- ENGL 490b Methods of Teaching Composition

Directed Electives **19 Hours**

National and Minority Literature** **9 hours**

Select from offerings in American, English and World Literature courses, in consultation with advisor. Diversity is encouraged.

Writing Courses **7 hours**

Select from:

- COMM 200 Introduction to Media Writing
- ENGL 125 Introduction to Professional Writing*
- ENGL 305 Writing Workshop
- ENGL 310 Advanced Composition

Communication/Theatre/Library **3 hours**

Select from offerings in Communication/Theatre/Library offerings to familiarize yourself with extracurricular activities you may be asked to direct as a secondary school teacher.

*ENGL 125, if taken as a General Education Studies course, will not fulfill one of the writing course menu options.

**At least six (6) semester hours of literature must be completed at VCSU.

***Minimum 2.7 GPA required for English major courses

MAJOR HISTORY (B.A.)

General Education **42 hours**

Specified Courses **18 hours**

- HIST 103 U.S. to 1877
- HIST 104 U.S. to Present
- HIST 211 World Civilizations to 1500
- HIST 212 World Civilizations Since 1500
- HIST 220 North Dakota History
- HIST 400 Historiography

Directed Electives **18 hours**

The Americas – HIST 270, 300, 320, 330, 375, 376, 380, 385, 450 **9 hours**

The World – HIST 321, 325, 365, 460, 465, 470, 485 **6 hours**

Electives – Any HIST prefix **3 hours**

Language or Cultural Studies **15 hours**

Minor **24 hours**

Free Electives **9 hours**

MAJOR HISTORY (B.S. In Ed.)

Specified Courses **21 hours**

- HIST 103 U.S. to 1877
- HIST 104 U.S. to Present
- HIST 211 World Civilizations to 1500
- HIST 212 World Civilizations Since 1500
- HIST 220 North Dakota History
- HIST 400 Historiography
- HIST 490 Social Science Methods

Directed Electives **15 hours**

The Americas – HIST 300, 320, 330, 375, 376, 380, 385, 450 **6 hours**

The World – 321, 325, 365, 460, 465, 470 **6 hours**

Electives – Any HIST prefix **3 hours**

Professional Education Sequence **26 hours**

Minor **24 hours**

**COMPOSITE MAJOR
HUMAN RESOURCES
(B.S.)**

Specified General Courses

MATH 103
SOC 110 or 111

Specified Core Courses

	31 hours
COMM 311	Communication and Interviewing
MGMT 330	Principles of Management
MGMT 430	Organizational Behavior
PSCI 115	American National Government
or	
PSCI 116	State and Local Government
PSYC 360	Group Dynamics
PSYC 410	Mental Health
or	
PSYC 370	Abnormal Psychology
PSYC 450	Personality Theories and Measurement
SOC 220	The Family
SOC 270	North Dakota Indian and Multicultural Studies
or	
SOC 300	Race, Ethnic, and Gender Relations
SOC 390	Criminology and Delinquency

Human Services Track

Specified Courses

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

Directed Electives

	40 hours
ACCT 201, 202	
BVED 340	
COMM 212	
ECON 261	
HPER 300	
MGMT 425, 426	
PSCI 115, 116, 303, 375, 376	
PSYC 350, 370, 410	
SOC 270, 300, 492, 494, 497, 499	
Other electives with Department approval.	

Personnel Track

Specified Courses

	21 hours
ACCT 201, 202	Accounting I, II
BVED 340	Business Communications
ECON 261	Business Statistics I
MGMT 425	Human Resource Management
MGMT 426	Labor Relations
SOC/PSCI 492	Research Methods

Directed Electives

	32 hours
BUSI 491	
COMM 212	
HPER 300	
PSCI 115, 116, 303, 375, 376	
PSYC 350, 410, 370, 470	
SOC 270, 300, 385, 415, 494, 497, 499	
Other electives with Department approval.	

**COMPOSITE MAJOR
SOCIAL SCIENCE
(B.A.)**

Specified General Education

GEOG 150, SOC 110

Specified Courses

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

Directed Electives

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

Language or Cultural Studies

	15 hours
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Free Electives

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

**COMPOSITE MAJOR
SOCIAL SCIENCE
(B.S. In Ed.)**

Specified General Education

GEOG 150, SOC 110

Specified Courses

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

Directed Electives

19 hours

The Americas – HIST 300, 320, 330, 375, 376, 380, 385, 450	9 hours
The World – HIST 321, 325, 365, 460, 465, 470	3 hours
Social Science – Economics, Geography, History, Political Science, or Sociology	7 hours

Professional Education Sequence

26 Hours

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

**MAJOR
SPANISH
(B.A.)**

Specified Courses

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

Directed Electives

11 hours

SPAN 310, 345, 393, 396, 415, 420, 440, 496, 497

Language or Cultural Studies

18 hours

Minor

24 hours

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



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

Specified Courses

SPAN 101, 102	1 st Year Spanish I and II
SPAN 201, 202	2 nd Year Spanish I and II
SPAN 320	Introduction to Hispanic Literature
SPAN 350	Hispanic Culture and Civilization
SPAN 415	Advanced Conversation
SPAN 490	Methods of Teaching Spanish
Choose one of the following:	
SPAN 420, 440, 496	

Directed Electives

8 hours

SPAN 310, 345, 390, 393, 396, 496, 497

The student must select two hours from:

SPAN 420, 440, or 496

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 spend a semester studying at one of our sister universities in Mexico. Alternatives to this policy must have departmental approval.

Professional Education Sequence

26 Hours

Minor

24 Hours

**MINOR
ENGLISH-ELEMENTARY
(B.S. In Ed.)**

Specified Courses **13 hours**
 ENGL 300 Grammatical Analysis
 ENGL 305 Writing Workshop
 ENGL 310 Advanced Composition
 ENGL 400 History of the English Language
 THEA 229 Creative Dramatics
Directed Electives **11 hours**
 Choose one of the following
 ENGL 271 Literary Analysis I
 or
 ENGL 274 Literary Genres and Periods
 Remaining electives in literature. Electives must be approved by an advisor from the Department of Communication Arts.

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

Specified Courses **13 hours**
 ENGL 300 Grammatical Analysis
 ENGL 305 Writing Workshop
 ENGL 310 Advanced Composition
 ENGL 400 History of the English Language
 ENGL 490a Methods of Teaching Communication Arts
 ENGL 490b Methods of Teaching Composition
Directed Electives **9 Hours**
 Choose one of the following
 ENGL 271 Literary Analysis I
 or
 ENGL 230 Literary Genres and Periods
 Remaining electives in literature. For the Bachelor of Arts or the Bachelor of Science degree, the student may substitute electives in communication or literature for ENGL 490a and 490b. Electives must be approved by an advisor from the Department of Communication Arts.

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

Prerequisite
 GEOG 150 Principles of Geography
Specified Courses **16 hours**
 GEOG 262 Geography of North America
 GEOG 352 Economic Geography
 GEOG 365 Russia and Her Neighbors
 GEOG 492 Field Experience in Geography
 GEOL 100 Introduction to Earth Science
Directed Electives **9 hours**
 Choose from the following courses:
 GEOL 116 Historical Geology
 HIST 220 North Dakota History
 HIST 490 Social Science Teaching Methods*
 PHYS 110 Astronomy
 SOC 111 Introduction to Anthropology
 *B.S. in Ed. students must complete HIST 490 as one of their electives.

**MINOR
HISTORY
(B.A., B.S., B.S. In Ed.)**

Specified Courses **18 hours**
 HIST 103 U.S. to 1877
 HIST 104 U.S. to Present
 HIST 211 World Civilizations to 1500
 HIST 212 World Civilizations Since 1500
 HIST 220 North Dakota History
 HIST 490 Social Science Methods
Directed Electives **6 hours**
 For the Bachelor of Arts and Bachelor of Science non-teaching minors a student may substitute an upper-level History elective for HIST 490.
 The Americas – HIST 270, 300, 320, 330, 375, 376, 380, 385, 450 3 hours
 The World – HIST 321, 325, 365, 460, 465, 470, 485 3 hours

**MINOR
HUMAN RESOURCES
(B.S.)**

Specified General Courses
 SOC 110 or 111
Specified Courses **9 hours**
 MGMT 330 Principles of Management
 MGMT 425 Human Resources Management
 MGMT 426 Labor Relations
Directed Electives **15 hours**
 COMM 311
 MGMT 430
 PSYC 350, 370, 410, 450
 SOC 220, 270, 300, 385, 390, 415, 492, 494, 497, 499

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

Specified Courses **17 hours**
 LMIS 250 Introduction to Libraries & Information Science
 LMIS 360 Media Collection Development
 LMIS 365 Cataloging & Classification of Media Collections
 LMIS 370 Reference Sources and Services
 LMIS 430 Admin. of the School Library Media Center
 LMIS 460 Practicum
Directed Electives **3 hours**
 EDUC 330 Children's Literature
 or
 LMIS 350 Young Adult Literature and Media

K-12 CERTIFICATION

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

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

Specified General Education

SOC 110

Specified Courses

HIST 490*

SOC 492

Directed Electives

SOC 111, 220, 270, 300, 350, 360, 385, 390, 415, 425, 494, 497, 499

*For the Bachelor of Arts and the Bachelor of Science non-teaching degrees, the student may substitute a Sociology elective for HIST 490.

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

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

Specified Courses

SPAN 101, 102

SPAN 201, 202

SPAN 490

Directed Electives

SPAN 310, 320, 345, 350, 390, 415, 420, 440, 497

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

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

Core Requirements

COMM 212

COMM 311

Concentration in Professional Communication**Specified Courses**

COMM 200

or

ENGL 410

COMM 216

COMM 360

Directed Electives**Three to six credits from:**

MRKT 230

COMM 210

COMM 244

COMM 313

COMM 200 or ENGL 410 (if not taken for Specified course above)

Other COMM courses, with permission of Department Chair.

Only 2 credits of COMM 150 may count toward the minor.

Three to six credits from:

COMM 430/MGMT 430

CORP 304

MGMT 330

MRKT 302

MRKT 303

MRKT 305

Concentration in Speech, Communication, & Theatre for Teachers**Specified Courses**

COMM 211

or

COMM 210

COMM 200

THEA 110

Directed Electives

All other COMM and THEA courses.*

*Students may use only 2 credits each of COMM 150, THEA 201, and THEA 401 toward the minor.

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

ESL ENDORSEMENT**Foundations**

COMM 395A

COMM 395B

Linguistics

ENGL 395A

ENGL 395B

Methods

ENGL 395

Assessment

ENGL 395A

Field Experience

ENGL 495B

4 Hours
Bilingual/Multicultural Education
Intercultural Communication for ESL

6 hours
Introduction to Linguistics
Sociolinguistics

2 hours
Methods of Teaching ESL

2 hours
ASSESSING ESL PROFICIENCY

2 hours
Practicum in the ESL Classroom

6 hoursInterpersonal Communication
Communication and Interviewing**9 hours**

Introduction to Media Writing

Professional Writing

Intercultural Communication

Group Dynamics

9 hours

Web Page Development

Advanced Public Speaking

Reporting and Feature Writing

Persuasion

COMM 200 or ENGL 410 (if not taken for Specified course above)

Other COMM courses, with permission of Department Chair.

Only 2 credits of COMM 150 may count toward the minor.

Organizational Behavior

Effective Facilitation and Presentation Skills

Principles of Management

Multimedia Applications

Desktop Publishing

Principles of Marketing

9 hours

Oral Interpretation

Advanced Public Speaking

Introduction to Media Writing

Introduction to Theatre Arts

9 hours

All other COMM and THEA courses.*

*Students may use only 2 credits each of COMM 150, THEA 201, and THEA 401 toward the minor.

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



DIVISION OF EDUCATION AND PSYCHOLOGY

Division Chair: Larry Grooters, Ed.D., Professor (701) 845-7191

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

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

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

Faculty: Vernon Almlie, Ed.D., Professor
David Bass, Assistant Professor
Valorie Christensen, Instructor
Patricia Gegelman, Lecturer
Larry Grooters, Ed.D., Professor
Linda Holcomb, Assistant Professor
Kathryn Holleque, Ed.D., Professor
Dale Hoskisson, Ed.D., Associate Professor
Gary Thompson, Ed.D., Professor

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

Minors: Early Childhood Education (B.S. in Ed.)
Psychology (B.A., B.S.)
Reading – Elementary (B.S. in Ed.)
Reading – Secondary (B.S. in Ed.)

**MAJOR
ELEMENTARY EDUCATION
(B.S. in Ed.)**

Specified General Education Studies

GEOL 100
HIST 100
HIST 270
MATH 277

One course each in BIOL and CHEM or PHYS

Professional Education Sequence 34 hours

EDUC 200 Introduction to Teaching (Elementary)
EDUC 240 Educating Exceptional Students
EDUC 300 Educational Technology
EDUC 321 Foundations of Reading Instruction
EDUC 330 Children's Literature
EDUC 450 Current Issues and Trends in Education
EDUC 490 Student Teaching
MATH 278 Mathematics for the Elementary Teacher
PSYC 352 Child Psychology
PSYC 430 Educational Psychology

Specified Courses 16 hours

EDUC 210 Creative Activities
EDUC 315 Mathematics in the Elementary School
EDUC 320 Social Studies in the Elementary School
EDUC 322 Methods and Materials of Language Arts
Instruction I

EDUC 323 Methods and Materials of
Language Arts Instruction II

EDUC 350 Elementary School Practicum
EDUC 355 Science Methods for the Elementary Teacher

Directed Electives 6-8 hours

ART 230
COMM 150
EDUC 340, 345, 370, 390, 430, 435
ENGL 205
HPER 325
MUS 241
TECH 306
THEA 229

Minor 22 hours

The student must complete the minor area requirement in one of the following ways:

1. Select and complete a minor;
2. Select and complete eight hours of either English, mathematics, science, or social science and
 - a. Complete one 16-hour area of concentration (and subject area), or
 - b. Two 8-hour areas of concentration (any subject area).

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

ND Middle Level Endorsement Criteria

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

Specified Courses

EDUC 305 Philosophy and Curriculum of
Middle Level Education
EDUC 375 Teaching Reading in the Content Area
EDUC 470 Methods of Teaching in the Middle School
PSYC 353 Adolescent Psychology



**PROFESSIONAL EDUCATION SEQUENCE
SECONDARY**

Specified Courses 26 hours

EDUC 205 Introduction to Teaching (Secondary)
EDUC 240 Educating Exceptional Students
EDUC 300 Educational Technology
EDUC 375 Teaching Reading in the Content Areas
EDUC 450 Current Issues and Trends in Education
EDUC 480 Student Teaching (Secondary)
PSYC 344 Adolescent Psychology
PSYC 430 Educational Psychology

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

**MINOR
EARLY CHILDHOOD EDUCATION
(B.S. in Ed.)**

Specified Courses	12 hours
EDUC 335	Introduction to Early Childhood Education
EDUC 340	Learning Disabilities
EDUC 390	Language Growth and Development
EDUC 435	Kindergarten Education and Curriculum
Directed Electives	10 hours
EDUC 337, 345, 485*	
HPER 390	
SOC 110, 220, 415	
THEA 229	

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

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

Specified Courses	11 hours
PSYC 352	Child Psychology
PSYC 353	Adolescent Psychology
PSYC 370	Abnormal Psychology
PSYC 450	Personality Theories and Measurements
Directed Electives	9 hours

A minimum of six hours must be taken in Psychology.

PSYC 350, 360, 410, 470
SOC 220, 385, 390

**MINOR
READING - ELEMENTARY
(B.S. in Ed.)**

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

Directed Electives **7 hours**

COMM 150
EDUC 335, 345
PSYC 410, 470
THEA 229

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

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

Specified Courses	16 hours
EDUC 321	Foundations of Reading Instruction
EDUC 323	Methods and Materials of Language Arts Instruction II
EDUC 340	Learning Disabilities
EDUC 430	Diagnosis and Correction of Reading Difficulties
EDUC 432	Practicum in Corrective Reading (Secondary)
PSYC 450	Personality Theories and Measurements
Directed Electives	6 hours

COMM 150
EDUC 345, 390, 472
LMIS 350
PSYC 410, 470
THEA 229

Those students seeking the North Dakota Reading Credential (Secondary Level) must have a minimum of a minor in English or 16 semester hours in English Language Arts coursework.



DIVISION OF FINE ARTS

**Division Chair: Diana P. Skroch, Ph.D., Professor
(701) 845-7273**

The Division of Fine Arts provides opportunities for all students to develop aesthetic responsiveness, cultural and global awareness, and historical and contemporary perspective. Students pursuing a comprehensive education in art or music develop a deeper understanding of these fundamental abilities. The Fine Arts Division:

- (1) encourages individual expression through nonverbal communication and active collaboration in creative endeavor;
- (2) provides elementary and secondary art and music education students with the essential knowledge and skills to become successful classroom teachers; and
- (3) prepares the student for professional study in Fine Arts. The Division supports the institutional mission in instructional technology while recognizing the divisional role in enriching human experience and cultivating a sense of community.

Courses leading to a major in the Division of Fine Arts will assist students to develop the following abilities:

Aesthetic Engagement/ Problem Solving:	Analysis, performance, creation of new work
Global Perspective:	Relationships of music/art to time and culture
Communication:	Performance, visual media
Collaboration:	Critique, teaching, performance

The Department of Art

**Department Chair: Linda K. Whitney, M.F.A.,
Assistant Professor (701) 845-7598**

The primary functions of the Department of Art are:

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

Faculty: Peter Glasheen, Visiting Instructor
Linda Whitney, M.F.A., Assistant Professor

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

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

The Department of Music

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

The goals of the Department of Music are to: The Department of Music is accredited by the National Association of Schools of Music (NASM).

- (1) provide superior training for future public school music teachers;
- (2) assist musicians to perform at their highest possible level of ability;
- (3) develop in students a broad understanding of music within the context of a liberal arts education; and
- (4) contribute to the cultural environment of campus and community.

Faculty: Sherri-Marcia Damon, D.M.A., Visiting Assistant Professor
John DiFiore, Lecturer
Sara L. Hagen, Instructor
Beth G. Klingenstein, Instructor
Leesa Levy, Instructor
Terry Longshore, D.M.A., Visiting Assistant Professor
Cynthia R. Peterson, Lecturer
Diana P. Skroch, Ph.D., Professor

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

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

The Community School of the Arts

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

Director: Beth Gigante Klingenstein
Staff: Cassie Bastian, Instructor of Voice and Flute
 Sue Ann Berntson, Instructor of Piano
 Brenda Brown, Instructor of Music Theory
 Margaret Dahlberg, Chair of Literary Arts Division, Director of the Chamber Orchestra, Instructor of Strings
 Sherri-Marcia Damon, Instructor of Brass
 John DiFiore, Instructor of Clarinet & Saxophone
 Peter Glasheen, Instructor of Ceramics, Drawing, and Painting
 Beth Klingenstein, Chair of Music Division, Instructor of Piano, Music Theory, Performance
 William Longshore, Instructor of Percussion
 Paul McDaniel, Instructor of Organ
 Trisha McElroy, Instructor of Flute (student intern)
 Charity Nix, College for Kids (student intern)
 Sarah Pederson, Instructor of Painting (student intern)
 John Reed, Director of the Valley Voices Women's Choir
 Emelia Schroeder, Instructor of Piano (student intern)
 Karen Spenningsby, Instructor of Music Theory
 Don Tahrán, Instructor of Guitar
 Linda Whitney, Chair of Visual Arts Division, Instructor of Drawing, Painting, and Printmaking



MAJOR ART (B.A.)

Specified Courses

ART 111
 ART 112
 ART 231, 331
 ART 221
 ART 241, 341
 ART 281, 381
 ART 311, 312
 ART 490

Directed Electives

ART 195, 213, 321, 322, 332, 342, 382, 390, 395, 411, 495, 497

PHYS 155, 255, 355

TECH 221, 330, 331, 431

Language or Cultural Studies

Minor

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

34 hours

Foundations
 Design
 Drawing
 Printmaking
 Painting
 Ceramics
 Art History

Senior Seminar & Exhibition

9 hours

15 hours

24 hours

MAJOR ART (B.S. in Ed.)

Specified General Education

HUM 202 Fine Arts & Aesthetics or Art Appreciation

Specified Courses

ART 111
 ART 112
 ART 221
 ART 230
 ART 231, 331
 ART 241, 341
 ART 281, 381
 ART 311, 312
 ART 400
 ART 490

Directed Electives

ART 195, 213, 321, 322, 332, 342, 360, 382, 390, 395, 411, 495, 497

ART/EDUC 370

PHYS 155, 255, 355

Professional Education Sequence

Minor

40 hours

Foundations
 Design
 Printmaking
 Art for Elementary Teachers
 Drawing
 Painting
 Ceramics
 Art History
 Secondary Art Methods
 Senior Seminar & Exhibition

3 hours

26 Hours

24 Hours

**COMPOSITE MAJOR
MUSIC
(B.S. in Ed.)**

Specified General Education**

HUM 202 Fine Arts and Aesthetics
MATH 102 or higher

Music Core

40 hours

MUS 101, 102 Elementary Music Theory
MUS 111, 112, 211, 212 Class Piano (or Proficiency)
MUS 121, 122 Ear Training
MUS 201, 202 Advanced Music Theory and Ear Training
MUS 222 Basic Voice
MUS 301 Scoring and Arranging
MUS 303 Basic Conducting
MUS 321 Percussion Methods
MUS 322 Brass Methods
MUS 323 Woodwind Methods
MUS 324 String Methods
MUS 331, 332 Music History and Literature
MUS 441 Music in the Elementary School
MUS 442 Music in Junior and Senior High School
(0-4 hours) Music Electives

OPTIONS**Certification K-12 Vocal-Instrumental Music* 38 hours**

MUS 131 (7 semesters) Concert Choir
MUS 141 (7 semesters) Concert Band
MUS 231, 232 Diction I, II
MUS 401 Instrumental Conducting and Literature
MUS 402 Choral Conducting and Literature
(4 semesters-8 hours) Applied Music^
(2 semesters-4 hours) Advanced Applied Music^
(1 semester-2 hours) Senior Recital^
(4 semesters-4 hours) Applied Music in Secondary Area+

*A double major in vocal and instrumental music for the student who wishes to teach in smaller school districts in North Dakota and surrounding states, considered to be a 5-year program.

^Primary instrument/voice.

+The instrumental major will register for four semesters of applied voice; the vocal major will register for four semesters of an applied instrument.

**Transfer students may apply Music Appreciation or Introduction to Music courses to this requirement.

Certification K-12 Vocal Music 25 hours

MUS 131 (7 semesters) Concert Choir
MUS 151 (1 semester-1 hour) Applied Piano
MUS 231 Diction I
MUS 402 Choral Conducting and Literature
(4 semesters-8 hours) Applied Music (Voice)
(2 semesters-4 hours) Advanced Applied Music
(1 semester-2 hours) Senior Recital

Certification K-12 Instrumental Music 25 hours

MUS 131 (2 semesters) Concert Choir
MUS 141 (7 semesters) Concert Band
MUS 401 Instrumental Conducting and Literature
(4 semesters-8 hours) Applied Music (Instrument)
(2 semesters-4 hours) Advanced Applied Music
(1 semester-2 hours) Senior Recital

Directed Electives

Applied Lessons, MUS 131, 132, 141, 142, 152, 153, 162, 172, 182, 192, 232, 241, 302, 356, 357, 456, 195-495, 497

Professional Education Sequence 29 hours**Special Program Requirements**

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

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

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

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

The student is required to attend _ of departmental recitals and concerts each semester.

**K-12 CERTIFICATION
MUSIC
(B.S. in Ed.)**

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

Professional Education Sequence 29 hours

EDUC 200 Introduction to Teaching (Elementary)
or
EDUC 205 Introduction to Teaching (Secondary)
EDUC 240 Educating Exceptional Students*
EDUC 300 Educational Technology
EDUC 375 Teaching Reading in the Content Areas
EDUC 450 Current Issues and Trends in Education*
EDUC 480 Student Teaching (Elementary and Secondary)
PSYC 352 Child Psychology
PSYC 353 Adolescent Psychology
PSYC 430 Educational Psychology*

*Courses to be taken concurrently.

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

Specified General Education

HUM 202 Fine Arts and Aesthetics*
MATH 102 or higher

Specified Courses

	44 hours
MUS 101, 102	Elementary Music Theory
MUS 111, 112 or 211, 212	Class Piano (or Proficiency)
MUS 121, 122	Ear Training
MUS 201, 202	Advanced Music Theory and Ear Training
MUS 303	Basic Conducting
MUS 331, 332 (0-2 hours)	Music History & Literature
Music Ensembles (4 semesters)	Music Electives
	MUS 131, 132, 141, 142, 152, 153, or 162
(4 semesters-8 hours)	Applied Music
(3 semesters-6 hours)	Advanced Applied Music
(1 semester-2 hours)	Senior Recital

Directed Electives

2-4 hours
Applied Lessons, MUS 222, 301, 356, 357, 401, 402, 456, 497, and MUS 231, 232*

Language or Cultural Studies

15 hours

Minor

24 hours

Special Program Requirements

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

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

The student is required to attend 3/4 of departmental recitals and concerts each semester.

*MUS 231 and 232 are required of students whose primary instrument is voice.

+Transfer students may apply Music Appreciation or Introduction to Music courses to this requirement.



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

Specified Courses

Art 111
Art 112
Art 231, 331
Art 311 or 312
Art 221
Art 241
Art 281

Directed Electives

Art 195, 213, 230, 312, 321, 322, 341, 342, 381, 382, 390,
395, 400, 411, 495, 497
PHYS 155, 255

24 Hours

Foundations
Design
Drawing
Art History
Printmaking
Painting
Ceramics

3 hours

**MINOR
K-12 CERTIFICATION
ART
(B.S. in Ed.)**

The student desiring K-12 certification must have a major in Art Education. The student must complete the professional education course work for the elementary or secondary level and complete the following courses:

Art 230	Art for Elementary Teachers
Art 360	Practicum in Elementary Art Methods
Art 400	Secondary Art Methods
Art/EDUC 370	Craft Activities
PSYC 352	Child Psychology
PSYC 353	Adolescent Psychology

The student must gain experience at both the elementary and the secondary level through professional field experience.

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

Specified Courses	20 hours
MUS 101, 102	Elementary Music Theory
MUS 111, 112 or 211, 212	Class Piano (or Proficiency)
MUS 121, 122	Ear Training
MUS 303	Basic Conducting
(4 semesters-8 hrs.)	Applied Music

Directed Electives	9 hours
Applied Music, MUS 131, 132, 141, 142, 222, 231, 232, 241, 321, 322, 323, 324, 331, 332, 356, 357, 401, 402, 441, 442, 456, 497	

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 must continue enrollment in applied lessons until successful completion of the sophomore applied proficiency examination.

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.

Students are required to attend _ of departmental recitals and concerts each semester.

**MINOR
PIANO PEDAGOGY
(B.A., B.S., B.S. in Ed.)**

Specified Courses	25 hours
MUS 101, 102	Elementary Music Theory
MUS 121, 122	Ear Training
MUS 151, 251 (4 semesters-8 hours)	Applied Piano
MUS 332	Music History
MUS 356, 357	Piano Pedagogy

Directed Electives	2 hours
MUS 201, 211, 212, 351, 452, 456, 497	

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 must continue enrollment in applied lessons until successful completion of the sophomore applied proficiency examination.

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.

Students are required to attend _ of departmental recitals and concerts each semester.

APPLIED MUSIC

All music majors and minors are required to take Applied Music. Non-music students may take Applied Music (1 credit per semester) if time is available in the instructor's teaching schedule.

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

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

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

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

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

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

251	Piano	1-2 hours each
251A	Organ	1-2 hours each
261	Percussion	1-2 hours each
271	Voice	1-2 hours each
281A	Trumpet	1-2 hours each
281B	French Horn	1-2 hours each
281C	Trombone	1-2 hours each
281D	Euphonium	1-2 hours each
281E	Tuba	1-2 hours each
291A	Flute	1-2 hours each
291B	Clarinet	1-2 hours each
291C	Saxophone	1-2 hours each
291D	Oboe	1-2 hours each
291E	Bassoon	1-2 hours each
294	Guitar	1-2 hours each

ADVANCED APPLIED MUSIC

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

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

SENIOR RECITAL

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

452	Senior Recital Piano	2 hours
452A	Senior Recital Organ	2 hours
462	Senior Recital Percussion	2 hours
472	Senior Recital Voice	2 hours
482A	Senior Recital Trumpet	2 hours
482B	Senior Recital French Horn	2 hours
482C	Senior Recital Trombone	2 hours
482D	Senior Recital Euphonium	2 hours
482E	Senior Recital Tuba	2 hours
492A	Senior Recital Flute	2 hours
492B	Senior Recital Clarinet	2 hours
492C	Senior Recital Saxophone	2 hours
492D	Senior Recital Oboe	2 hours
492E	Senior Recital Bassoon	2 hours
494	Senior Recital Guitar	2 hour



DIVISION OF HEALTH AND PHYSICAL EDUCATION

**Division Chair: Sharon McCarriar, Ed.D.,
Associate Professor (701) 845-7168**

The Division of Health and Physical Education will develop among its student the knowledge, skills, attitudes, and values that come from sports and physical activity throughout one's life. It is the primary function of the division to:

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

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

Communication:	Excellent writing and speaking ability
Problem Solving:	Develops thoughtful and creative solutions
Wellness:	Manages self and others professionally, for the well-being of the team or organization
Technology:	Researches and presents materials competently; understands the professional potential of technological tools



Faculty:	Diane Burr, Assistant Professor Jill DeVries, Instructor James Dew, Associate Professor James Egeberg, Assistant Professor Gregg Horner, Lecturer George Judd, Athletic Trainer, Certified Sharon McCarriar, Ed.D., Associate Professor Dennis McCulloch, Instructor Alan Olson, Instructor
Majors:	Health Education (B.S. in Ed.) Physical Education (B.S. in Ed.)
Minors:	Athletic Coaching (B.S. in Ed.) Health Education (B.S. in Ed.) Physical Education (B.S. in Ed. Elementary or Secondary) Recreation (B.A., B.S.)

**MAJOR
HEALTH EDUCATION
(B.S. in Ed.)**

Specified General Education

BIOL 111 is recommended

CHEM 110

MATH 103 is recommended

MATH 277 if double major (HPE and Elementary Education)

Specified General Education 28 hours

BIOL 220, 221 Human Anatomy and Physiology

HPER 210 First Aid & CPR

HPER 300 Drug Education and Information

HPER 310 Communicable and Non-Communicable Diseases

HPER 370 Human Sexuality

HPER 390 Nutrition and Consumer Health Education

HPER 400 Current Issues in community Health

HPER 410 Administration of Health, Physical Education, and Athletics

HPER 470 School Health and Methods of Instruction

PSCY 410 Mental Health

Directed Electives 7 hours

BIOL 310, 315

HPER 207, 348, 440

MATH 321, 322

PSYC 352, 353, 370

SOC 220, 385

Professional Education Sequence 28 hours**Minor 24 hours**

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

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

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

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

Specified General Education

BIOL 111 is recommended

HPER 358/359 is required*

MATH 103 is recommended

MATH 277 if double major (HPE and Elementary Education)

The student majoring in Physical Education is required to compete two hours from the courses listed below.

HPER 106, 107, 108, 109, 110

Specified Courses 30 hours

HPER 210 First Aid & CPR

HPER 204 Instruction in Tumbling and Apparatus

HPER 207 Prevention and Care of Athletic Injuries

HPER 208 Introduction to Physical Education

HPER 325 Physical Education in the Elementary Grades

HPER 330 Methods of Teaching Dance

HPER 358/359 Applied Anatomy, Physiology, Human Performance, and Motor Learning

HPER 360 Teaching Individual/Dual Activities

HPER 361 Teaching Team Activities

HPER 410 Administration of Health, Physical Education and Athletics

HPER 425 Sociology/Psychology of Sport

HPER 430 Measurement & Evaluation in Physical Education

HPER 440 Special Physical Education

HPER 451 Physical Education: Curriculum, Methods, and Practicum

(Prerequisites: HPER 325, and HPER 360 & 361 or with permission of the instructor)

Directed Electives 4 hours

The student is required, with advisement, to complete two of the following classes:

HPER 301 Philosophy & Application of Football Coaching

HPER 302 Philosophy & Application of Basketball Coaching

HPER 303 Philosophy & Application of Volleyball Coaching

HPER 304 Philosophy & Application of Baseball/Softball Coaching

HPER 305 Philosophy & Application of Track & Field Coaching

Swimming Requirement

The student majoring in Physical Education is required to complete HPER 104, or pass a proficiency test in swimming. This test is given during the final exam week of each semester.

Coaching Field Experience Requirement 2 hours

This requirement can be met by one of the following combinations:

- Two different varsity sports
- One varsity sport and one Coaching Practicum (HPER 490). These must be in different sports.
- Two Coaching Practicums (HPER 490). These must be in different sports.

Students taking Coaching Practicum must register for HPER 490 and arrange the Practicum through the course instructor. (Prerequisites: HPER 207 and HPER 210.)

HPER 105 Substance Abuse Education is required for students participating in varsity athletics. It is recommended that the course be taken in the first semester of participation.

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.

Professional Education Sequence 29 hours

PSYC 352 and 353 (both are required)

Minor 24 hours

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

HPER 358/359 Applied Anatomy, Physiology, Human Performance, and Motor Learning students must enroll in HPER 358/359 in the Fall semester. HPER 358/359 is a year-long course.

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

**MINOR
RECREATION
(B.A., B.S.)**

Specified General Education

MATH 103 is recommended

MATH 277 if double major (HPE and Elementary Education)

The student minoring in Recreation is required to complete three of the following courses:

HPER 101, 102, 103, 104, 105, 106, 107, 108, 109, 110

Specified Courses **13 hours**

HPER 210 First Aid and CPR

HPER 352 Outdoor Recreation

HPER 360 Teaching Individual/Dual Activities

HPER 361 Teaching Team Activities

HPER 410 Administration of Health, Physical Education
and Athletics

HPER 420 Community Recreation

Directed Electives **10 hours**

The student must complete three hours from the following:

BVED 180, COMM 200, COMM 210, EDUC 370, THEA 229

The student must complete seven hours from the following:

HPER 207, 301, 302, 303, 304, 305, 325, 338, 430, 495

The same course 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.



DIVISION OF MATHEMATICS AND SCIENCE

**Division Chair: Joseph Stickler, Ph.D., Professor
(701) 845-7334**

The Division of Mathematics, Science, and Technology seeks to encourage and develop the ability of those students interested in pursuing a career in the pure and applied sciences, mathematics, and related areas. In the course of accomplishing these goals the Division also seeks to:

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

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

Problem Solving/ Technology:	Obtaining, organizing, and interpreting information
Collaboration:	Ability to work with others
Global Awareness:	Recognize relationships
Communication:	Ability to convey information and knowledge

The Department of Mathematics

**Department Chair: Preston Bush, Ph.D., Associate Professor
(701) 845-7151**

Faculty: Preston Bush, Ph.D., Associate Professor
Curtis Hill, Assistant Professor
Lance Nielsen, Ph.D., Assistant Professor
Susan Rock, Ph.D., Associate Professor

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

Minors: Computer Science (B.A., B.S., B.S. in Ed.)
Mathematics (B.A., B.S.)
Mathematics – Elementary (B.S. in Ed.)
Mathematics – Secondary (B.S. in Ed.)

The Department of Science

**Department Chair: Joseph Stickler, Ph.D., Professor
(701) 845-7334**

Faculty: Bonnie Alexander, Assistant Professor
Andre DeLorme, Ph.D., Assistant Professor
Gilbert Kuipers, Ph.D., Associate Professor
Eileen Starr, Ph.D., Associate Professor
Joseph Stickler, Ph.D., Professor

Majors: Biology (B.A., B.S. in Ed.)
Chemistry (B.A., B.S. in Ed.)
Science – Composite (B.S. in Ed.)

Minors: Biology (B.A., B.S., B.S. in Ed.)
Chemistry (B.A., B.S., B.S. in Ed.)
Earth & Environmental Science (B.A., B.S., B.S. in Ed.)
Physics (B.A., B.S., B.S. in Ed.)

**MAJOR
BIOLOGY
(B.S. in Ed.)**

Specified General Education

CHEM 116, 121
MATH 107 (minimum level)
GEOL 100

Specified Courses

BIOL 150, 151 **28 hours**
BIOL 230 General Biology
or Invertebrate Zoology

BIOL 231 Vertebrate Zoology
BIOL 310 Microbiology

BIOL 311 Botany
BIOL 395 Lab Preparation and Assistance

BIOL 410 Field Ecology
BIOL 490 Secondary Science Methods and Techniques

Directed Electives **15 hours**

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

Specified Physics Courses **4 hours**

PHYS 161 General Physics
or

PHYS 351 University Physics

Other Directed Electives **4 hours**

CHEM 122 or General Chemistry

Any other Physics course or

Any other Geology course

Suggested Electives

CHEM 122, 341, 342
GEOL 100, 116, 391, 492
MATH 165, 166, 265, 321, 322
PHYS 162
SOC 111

Professional Education Sequence **26 Hours**

**MAJOR
BIOLOGY
(B.A.)**

Specified General Education

CHEM 116, 121
MATH 103 (minimum level)

Specified Courses **20 hours**

BIOL 150, 151 General Biology
BIOL 230 Invertebrate Zoology
or

BIOL 231 Vertebrate Zoology
BIOL 311, 312 Botany

Directed Electives **16 hours**

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

Suggested Electives

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

Language or Cultural Studies **16 hours**

Minor **24 hours**

**MAJOR
CHEMISTRY
(B.A.)**

Specified General Education

MATH 165
PHYS 161, 162 or PHYS 351, 352

Specified Courses **28 hours**

CHEM 121, 122 General Chemistry
CHEM 330 Quantitative Analysis

CHEM 341, 342 Organic Chemistry
CHEM 411 Physical Chemistry

CHEM 421 Physical Chemistry Lab
Directed Electives **8 hours**

CHEM 260, 294, 331, 394, 395, 412, 422, 494

Language or Cultural Studies **16 hours**

Minor **24 hours**

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

Specified General Education

MATH 165

PHYS 161, 162 or PHYS 351, 350

Specified Courses

37 hours

CHEM 121, 122	General Chemistry
CHEM 116	Introduction to Organic and Biochemistry
CHEM 330	Quantitative Analysis
CHEM 341, 342	Organic Chemistry
CHEM 395	Lab Preparation and Management
CHEM 411	Physical Chemistry
CHEM 421	Physical Chemistry Lab
CHEM 490	Secondary Science Methods and Techniques

Directed Electives

3 hours

CHEM 331, 412, 422, x94

Specified Biology Courses

8 hours

BIOL 150, 151	General Biology
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Specified Geology Courses

4 hours

GEOL 100	Introduction to Earth Science
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Other Directed Electives

4 hours

Any other Biology course (200 level or above)

Any other Geology course

Any other Physics course

Suggested Electives

MATH 321, 322

MATH Secondary minor

Professional Education Sequence

26 Hours

**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.

Specified General Education

The student is encouraged to select courses in Chemistry or Physics to meet the science requirement

Specified Courses

18 hours

MATH 165, 166, 265	Analytic Geometry and Calculus I, II, III
MATH 321	Probability and Statistics
MATH 330	Linear Algebra and Matrices

Directed Electives

18 hours

CIS 430

CSCI 122, 128, 160, 162, 326, 365, 370, 375

MATH 226, 300, 311, 312, 322, 340, 400, 410, 420, 497

Language or Cultural Studies

16 hours

Minor

24 hours

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

For the Bachelor of Arts degree the student must complete sixteen hours of a foreign language or cultural studies.

For the Bachelor of Science degree the student must complete sixteen hours in one of the following related fields: Biology, Business, Chemistry, Geology, or Physics.

**MAJOR
MATHEMATICS
(B.S. in Ed.)**

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

Specified General Education

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

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

CSCI 122, 128, or 160

Specified Courses

27 hours

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

Directed Electives

9 hours

CIS 430

CSCI 122, 128, 160, 161, 326, 365, 375, 380

MATH 266, 312, 322, 400, 410, 420

Professional Education Sequence

26 Hours

Minor

24 Hours

Students taking MATH 311 should take MATH 300 concurrently.

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

**COMPOSITE MAJOR
SCIENCE
(B.S. in Ed.)**

Specified General Education

BIOL 150, 151

MATH 103 (minimum level)

Specified Courses

33 hours

BIOL/CHEM 490	Secondary Science Methods & Techniques
CHEM 121, 122	General Chemistry
GEOL 100	Introduction to Earth Science
GEOL 116	The Earth Through Time
PHYS 110	Introductory Astronomy
PHYS 161, 162	Introductory College Physics I, II

Directed Electives

28 hours

Electives in Science in the 200 level or above

A total of twenty-four hours or the equivalent of a minor must be taken in one area of science.

Professional Education Sequence

26 hours

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

Specified General Education

CHEM 116, 121

Specified Courses

BIOL 150, 151

BIOL 230

or

BIOL 231

BIOL 311, 312

Directed Electives

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

20 Hours

General Biology

Invertebrate Zoology

Vertebrate Zoology

Botany

4 hours

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

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



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

Specified General Education

PHYS 161, 162 or PHYS 351, 352

Specified Courses

CHEM 121, 122

CHEM 330

CHEM 341

Directed Electives

CHEM 116 or 260, 331, 342, 395, 411, 412, 421, 422, x94

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

19 hours

General Chemistry

Quantitative Analysis

Organic Chemistry I

5 hours

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

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

Specified General Education

BVED 180

Specified Courses

CSCI 160

CSCI 161

CSCI 350

CSCI 370

Directed Electives

CSCI 122, 128, 365, 372, 380, 450, 497

CIS 181, 182, 430, 491

MATH 300, 321, 322, 330, 420

TECH 450

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

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

12 hours

Introduction to Structured Programming I

Introduction to Structured Programming II

Assembly Language Programming

Computer Organization and Systems

12 hours

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

Specified General Education

BIOL 150, 151

Specified Courses

BIOL 230

or

BIOL 231

BIOL 311 or 312

BIOL 410

GEOL 100

GEOL 116

Directed Electives

GEOL 391

PHYS 110

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

20 hours

Invertebrate Zoology

Vertebrate Zoology

Botany

Field Ecology

Introduction to Earth Science

The Earth Through Time

4 hours

Problems in Earth Science

Astronomy

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

The student majoring in Biology is required to complete an additional eight hours of Biology.

**MINOR
MATHEMATICS
(B.A., B.S.)**

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

Specified Courses 18 hours

MATH 165, 166, 265 Analytical Geometry and Calculus I, II, III

MATH 321 Probability and Statistics

MATH 330 Linear Algebra and Matrices

Directed Electives 6 hours

CIS 430

CSCI 122, 128, 160, 161, 326, 365, 375,

MATH 266, 300, 311, 312, 322, 340, 400, 410, 420

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

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

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

Specified General Education

CIS 180

MATH 277

Specified Courses 10 hours

MATH 103 College Algebra

MATH 105 Plane Trigonometry

MATH 321 Probability and Statistics

Directed Electives 13 hours

CSCI 122, 128, 160, 161

MATH 165, 166, 265, 300, 311, 312, 322, 330, 340, 400

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

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

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

Specified General Education

CSCI 122, 128, or 160

Specified Courses 21 hours

MATH 165, 166, 265 Analytical Geometry and

Calculus I, II, III

Symbolic Logic

College Geometry

Algebraic Structures

Teaching Secondary School Mathematics

Directed Electives 3 hours

CIS 430

CSCI 122, 128, 160, 161, 326

MATH 266, 312, 321, 322, 330, 400, 410, 420

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

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

Specified General Education

CHEM 121

MATH 165

Specified Courses 10 hours

PHYS 351, 352 University Physics

Directed Electives 14 hours

CHEM 122, 411, 412

MATH 166, 220, 227, 265, 266

PHYS 100, 110, 161, 161L, 162, 162L, 275, 395, x94

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

ALPHABETIC COURSE DESCRIPTIONS

ACCT 201 Accounting I **3 hours**
An introductory course in accounting principles and theory. *(Fall, Spring)*

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

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

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

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

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

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

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

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

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

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

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

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

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

ART 111 Foundations **3 hours**
Introduction to basic art methods, materials, and terminology as they relate to visual art. Students will explore a variety of media and develop an understanding of the basic elements of art. Includes color theory. *(Fall)*

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. Prerequisite: ART 111. *(Spring)*

ART 195 A, B Portfolio **1 hours**
Critique, review and development of individual student portfolios. *(Fall, Spring)*

ART 213 Commercial Practicum **1-3 hours**
Career related field experience in which students will gain practical experience in graphic design and commercial art studios or galleries. *(By arrangement)*

ART 221 Printmaking **3 hours**
A basic course in printmaking processes. Includes intaglio, relief, and planographic techniques. *(Fall and Spring 2001-2002, and alternate years with 311 and 312)*

- ART 230 Art for Elementary Teachers** 3 hours
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)*
- ART 231 Drawing** 3 hours
An introductory drawing course, which covers the fundamentals; including black and white materials and their use, and art language. Perceptual skills and the use of basic drawing tools are developed. Recommended: ART 111. *(Fall, Spring)*
- ART 241 Painting** 3 hours
An exploration painting techniques. Emphasis is on understanding the personalities and parameters of each painting media and tool. Recommended: ART 111, 231. *(Fall, Spring)*
- ART 281 Ceramics** 3 hours
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. *(Fall, Spring)*
- ART 311 Art History Survey I** 3 hours
The study of art forms and cultures from pre-historic times to the Early Renaissance. It is recommended that a student complete HUM 202 prior to enrolling in ART 311. *(Fall 2000, and alternate years with 221, 321, and 322)*
- ART 312 Art History Survey II** 3 hours
The study of art forms, painting, sculpture, and architecture from the Renaissance to the late 19th Century. It is recommended that a student complete HUM 202 prior to enrolling in ART 312. *(Spring 2001, and alternate years with 221, 321, and 322)*
- ART 321 Printmaking** 3 hours
An advanced course in the printmaking processes. Includes intaglio, relief, and planographic techniques and the development of full color printmaking. Prerequisite: ART 221. *(Spring and Fall 2001-2002, and alternate years with 311 and 312)*
- ART 322 Printmaking** 3 hours
Advanced research into chosen printmaking area. Includes intaglio, relief, monotype, screenprinting, and combined process. Prerequisite: ART 321. *(Spring 2001-2002, and alternate years with 311 and 312)*
- ART 331 Drawing** 3 hours
An advanced drawing course with an emphasis on the development of sophisticated drawing skills. Included is an introduction to color tools. Prerequisite: ART 231. *(Fall, Spring)*
- ART 332 Drawing** 3 hours
Advanced research into drawing. Can include figure drawing, illustration. Prerequisite: ART 331. *(Fall, Spring)*
- ART 341 Painting** 3 hours
An advanced course in paint exploration with emphasis on development of chosen media and personal image. Prerequisite: ART 241. *(Fall, Spring)*
- ART 342 Painting** 3 hours
Advanced research into chosen painting media and professional development of personal image. Prerequisite: ART 341. *(Fall, Spring)*
- ART 360 Practicum in Elementary Art Methods** 3 hours
A field experience in the elementary classroom. Students will gain practical experience in teaching art lessons at a variety of levels under the supervision of the classroom teacher. Field experience for Art Education majors. Prerequisites: Admission to Teacher Education and ART 230. *(Fall, Spring)*
- ART 370 Craft Activities** 2 hours
A study of the methods and materials used in developing craft items for the elementary classroom. Creative activities are stressed. Cross-referenced with EDUC 370. *(Fall)*
- ART 381 Ceramics** 3 hours
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. *(Fall, Spring)*
- ART 382 Ceramics** 3 hours
Advance research into chosen ceramic techniques with emphasis on professional development and development of a personal image. Prerequisite: ART 381. *(Fall, Spring)*
- ART 390 Junior Seminar** 1-3 hours
This class will address current issues in art including marketing art and making gallery contacts, purchasing supplies and setting up a studio, social and economic issues and influences which affect the art work, and other topics/issues which may be addressed through travel. Prerequisites: 111, 112, 231, 311, and junior status.
- ART 395 Special Topics - Studio** 1-3 hours
Advanced sequence of study in selected media or multi-media areas. Prerequisites: Completed sequential requirements of the media and permission of the instructor. *(By arrangement)*
- ART 400 Secondary Art Methods** 3 hours
A preparation course for the secondary art teacher. Emphasis is placed on teaching methods, materials, techniques, curriculum, and maintenance of an art facility. Prerequisite: Admission to Teacher Education. *(Fall 2001, and alternate years)*
- ART 490 Senior Seminar & Exhibition** 2 hours
A course in the development of the professional aspect of visual arts. Includes resume writing, artist statement, presentations of work, photo, CD, video documentation, and brochure development. Substitute for COMM 490 Senior Seminar/Employment Skills. S/U Grade.
- ART 494 Independent Study** 1-3 hours
Extended study in a course sequence or an exploration of a particular area of studio art or art history that is not normally taught. Faculty approval required. *(By arrangement)*

ART 497 Internship 3-12 hours

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

ART 499 Special Topics: Art History 3 hours

Selected topics taught by art faculty. Tribal arts, contemporary issues. Recommended: HUM 202.

BIOL 111 Concepts of Biology 4 hours

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

BIOL 150, 151 General Biology 4 hours each

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

BIOL 200 Field Biology 2 hours

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

BIOL 220, 221 Human Anatomy and Physiology 4 hours each

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

BIOL 230 Invertebrate Zoology 4 hours

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

BIOL 231 Vertebrate Zoology 4 hours

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

BIOL 310 Microbiology 4 hours

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

BIOL 311, 312 Botany 4 hours each

A two-semester sequenced study of the diversity of plants, their classification, structures, physiology, and ecology includes a general overview of fungi and algae. Fall semester emphasizes the identification of North Dakota plants and economic botany. Includes weekly laboratory work. Prerequisites: BIOL 150 and BIOL 151. Students must take BIOL 311 before BIOL 312. *(BIOL 311-Fall, alternate years; BIOL 312-Spring, alternate years)*

BIOL 315 Genetics 4 hours

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

BIOL 330 North Dakota Flora 3 hours

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

BIOL 340 Comparative Anatomy 4 hours

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

BIOL 395 Laboratory Preparation and Management 1 hour

In this practicum-like course, the student will directly assist the instructor in many aspects of laboratory instructional delivery. The course is designed to improve the competency of teaching the laboratory. This course may be repeated up to three semester credit hours. *(Fall, Spring, Summer)*

BIOL 410 Field Ecology 4 hours

A study of plant and animal communities, their diversity, interactions and adaptation to the environment. Includes extensive fieldwork, independent research, statistical analysis and scientific writing. Prerequisites: BIOL 150 and BIOL 151. *(Fall, alternate 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 311 or 312, meets the first 12 weeks of the semester. *(Fall, with sufficient student demand)*

BIOL 435 Ornithology 4 hours

A study of the identification, nesting habits, life histories, physiology, migration, and ecology of birds. Course includes frequent field trips for practice in the recognition of species common to North Dakota. Prerequisite: BIOL 151. *(Spring-alternate years)*

BIOL 440 Entomology 4 hours

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

BIOL 490 Secondary Science Methods and Techniques 3 hours

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

BIOL 497 Internship 3-12 hours

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

BIOL 299, 399, or 499 Special Topics 1-4 hours

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

BUSI 190 Career Planning and Portfolio Development 1 hour

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

BUSI 199-499 Special Topics 1-3 hours

Seminars, workshops, special problems, or individual study in business or business education. Prerequisite: Approval of instructor and the Division Chair. *(Fall, Spring, Summer)*

BUSI 497 Internship 3-12 hours

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

BVED 102 Keyboarding I 2 hours

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

BVED 180 Introduction to Computer Information Systems 3 hours

The course provides an introduction to word processing, spreadsheet, database, and operating system software. Additional topics include: history, ethics, uses of computers in society, and emerging applications for computers. *(Fall, Spring)*

BVED 201 Word Processing 2 hours

Word processing applications and concepts for business utilizing Microsoft Word or equivalent software. (8 weeks) Prerequisite: BVED 180. *(Fall, Spring)*

BVED 202 Spreadsheets 2 hours

Spreadsheet applications and concepts for business utilizing Microsoft Excel or equivalent software. (8 weeks) Prerequisite: BVED 180. *(Fall, Spring)*

BVED 204 Business Software Applications 1-3 hours

A variable credit course that will focus on a specific software application. *(With sufficient student demand)*

BVED 260 Database Management 2 hours

Database applications and concepts for business and technology utilizing Microsoft Access or equivalent software. (8 weeks) Prerequisite: BVED 180. *(Fall, Spring)*

BVED 270 Integrated Business Systems and Technologies 3 hours

A study of technologies used in today's offices and the integration and merging of functions in office systems. *(Spring, alternate years)*

BVED 340 Business Communications 3 hours

A course designed to develop writing, speaking, listening, and research skills that are involved in report writing and business letter writing. Prerequisite: BVED 201 and ENGL 111. *(Fall, Spring)*

BVED 411 Methods and Materials for Teaching the Business Subjects **4 hours**

Materials, methods, and evaluative procedures used in teaching the business subjects. The course includes methods for teaching keyboarding (24 clock hours of instruction), microcomputer applications, business communications, accounting, basic business subjects, business technology, entrepreneurship and other business subjects. This course may be used for Secondary Vocational Office Education Teacher Credentialing Requirements in place of BVED 433, Methods and Materials in Vocational Education. The course must be taken before student teaching. Prerequisite: Admission to teacher education. *(Fall)*

BVED 431 History, Philosophy and Practices of Vocational and Technical Education **3 hours**

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

BVED 432 Coordinating Cooperative Education Learning **2 hours**

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

BVED 433 Methods for Teaching Vocational and Technical Education Subjects **2 hours**

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

BVED 434 Managing Vocational Student Organizations **2 hours**

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

BVED 436 Special Needs Learning for Vocational and Technical Education **2 hours**

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

BVED 437 Student Performance Evaluation in Vocational and Technical Education **2 hours**

An examination of methods used for a comprehensive program of assessing and evaluating student achievement. Included is a study of the need for a system of evaluation and construction of evaluative instruments to measure learner outcomes to enhance improved academic and work performance. *(Summer)*

BVED 438 Developing and Managing Competency-Based Instructional Materials **2 hours**

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

CHEM 110 Survey of Chemistry **4 hours**

Course designed specifically for non-science majors who wish to obtain a basic understanding of chemistry as applied in the world today. Includes laboratory. An introduction to the material world and its impact on society. Chemistry is the science of matter: the structure and properties of matter and the transformation from one form to another. *(Fall)*

CHEM 116 Introduction to Organic and Biochemistry **5 hours**

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

CHEM 121, 122 General Chemistry **5 hours each**

Matter, measurement, atoms, ions, molecules, reactions, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, gases, intermolecular forces, liquids, solids, kinetics, equilibria, acids and bases, solution chemistry, precipitation, thermodynamics, and electrochemistry. Includes laboratory. Topics covered are illustrated with descriptive and historical perspectives, as well as applications of chemistry in society. Prerequisites: CHEM 110 or high school chemistry and high school algebra II or MATH 102. CHEM 121 is a prerequisite for CHEM 122. *(CHEM 121-Fall, CHEM 122-Spring)*

CHEM 260 Elementary of Biochemistry **4 hours**

Protein structure, function conformation, and dynamics; enzymes, DNA-RNA; structure and flow of genetic information; biological membranes; metabolism. Includes laboratory. Prerequisite: CHEM 341. *(Spring)*

CHEM 330, 331 Quantitative Analysis **4 hours each**

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

CHEM 341, 342 Organic Chemistry **5 hours each**

A two semester course in organize 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 deigned for students desiring careers in chemistry, biology, health professions, science education, and related areas. Prerequisite: CHEM 121. CHEM 341 is a prerequisite for CHEM 342. *(Fall and Spring 2000-2001, alternates with CHEM 341 and 342.)*

CHEM 395 Laboratory Preparation and Management 1 hour

In this practicum-like course the student will directly assist the instructor in 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.

CHEM 411, 412 Physical Chemistry 3 hours each

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

CHEM 421, 422 Physical Chemistry Lab 1 hour each

The laboratory to accompany CHEM 411 and 412. Experimental design, statistical analysis of data, and laboratory techniques will be included. Corequisites: CHEM 411, 412. *(Fall and Spring 2000-2001)*

CHEM 490 Secondary Science Methods and Techniques 3 hours

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

CHEM 294, 394, 494 Independent Study/Undergraduate Research 1-4 hours

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

CHEM 397, 497 Internship 3-12 hours

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

CIS 176 Business Language 3 hours

This course provides an introduction to business object-oriented event driven programming utilizing Microsoft Visual Basic or equivalent software. Prerequisite: CIS 181. *(Spring)*

CIS 181 Computer Programming – COBOL 4 hours

An introduction to computer programming in a business environment. Topics include: fundamentals of structured program design, development, testing, implementation and documentation of common business oriented applications using COBOL. Prerequisite: BVED 180 or instructor approval. *(Fall)*

CIS 182 Information Systems Hardware Management 4 hours

This course provides instruction in digital concepts and hardware technology through laboratory hands-on work as it relates to CIS. Prerequisite: BVED 180, MATH 103. *(Fall)*

CIS 321 Fundamentals of Networking 3 hours

This course provides instruction in designing, building, and maintaining LANs and WANs with an emphasis on current industry standards. Prerequisite: MATH 146. *(Fall)*

CIS 330 Information Systems Management 3 hours

This course is for students to become familiar with the components of information systems and the impact these components have in a business environment. *(Fall)*

CIS 360 Operating Systems 3 hours

This course provides an in-depth understanding of the different Operating systems used in business and industry with an emphasis on the functions, commonalities and differences of popular Operating Systems. MATH 146, CIS 182. *(Spring)*

CIS 380 Systems Design and Analysis 3 hours

This course provides a practical approach to systems analysis and design using a blend of traditional development methods with current technologies. Prerequisite: MATH 146, CIS 181, CIS 176. *(Fall)*

CIS 385 Database Theory/Design 3 hours

This course provides an introduction to relational database concepts, theory, design, and management. Prerequisite: BVED 260, MATH 146. *(Fall)*

CIS 386 Advanced Database Theory/Language 3 hours

This course provides an intermediate to advanced instruction in relational database implementation and languages as they relate to business and industry applications. Prerequisite: CIS 385. *(Spring)*

CIS 410 Advanced Business Languages 3 hours

This course provides intermediate and advanced topics in business languages utilizing Visual Basic, Dexterity, and other equivalent languages. Prerequisite: CIS 176. *(Spring)*

CIS 420 Internet Languages 3 hours

This course provides instruction in intermediate and advanced markup language and other languages used in web data manipulation. Prerequisite: MRKT 230, CIS 321. *(Spring)*

CIS 430 Centralized Database Management 3 hours

This course provides instruction in integration of Network Operating Systems to Database Management. Prerequisite: CIS 460, CIS 385, MRKT 320. *(Fall)*

CIS 460 Network Administration 3 hours

This course provides instruction in theory, management, and troubleshooting of networked systems utilizing Microsoft NT or equivalent server/client. Prerequisite: CIS 321. *(Spring)*

CIS 461 Advanced Network Topics 3 hours

This course provides instruction in Wide Area Network (WAN) data link protocols and Network Administration with emphasis on Novell or equivalent server/client. Prerequisite: CIS 321. *(Spring)*

CIS 480 Capstone Project 4 hours

This course provides cumulative experience focusing on project building by teams composed of students in CIS, AIS/MIS, and Networking concentrations. Prerequisite: last semester/dept. approval. *(Spring)*

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 one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. *(Fall, Spring, Summer)*

CIS 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)*

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, Spring)*

COMM 150 Forensic Practice 1 hour

Applied speaking experiences in competitive and non-competitive settings. Speaking experiences in public address, oral interpretation, and reader's theatre settings. May be repeated. *(Fall, Spring)*

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. *(Fall)*

COMM 210 Advanced Public Speaking 3 hours

A public speaking course for students who wish to develop professional presentation skills in a variety of settings. Use of effective presentation aids will be emphasized. Prerequisite: COMM 110 or permission of the instructor. *(Spring, alternate 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. *(Fall, alternate years)*

COMM 212 Interpersonal Communication 3 hours

An examination of styles, patterns, and problems in human communication in both verbal and nonverbal channels. *(Spring)*

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.

COMM 244 Reporting and Feature Writing 3 hours

A course that provides practical experience in writing for the school newspaper, including news stories, features and editorials. Prerequisite: COMM 200 or permission of the instructor.

COMM 311 Communication and Interviewing 3 hours

Principles, models, contexts, functions and modes of communication, with particular emphasis on interviewing skills. *(Fall)*

COMM 313 Persuasion 3 hours

An examination of theoretical constructs of attitude formation, argumentation, and change in the preparation of persuasive appeals in public speaking, marketing, and advertising. *(Fall, alternate years)*

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 100 or permission of instructor. *(Fall)*

COMM 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. Cross-referenced with MGMT 430. *(Fall)*

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

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

CORP 304 Effective Facilitation and Presentation Skills 2 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. Prerequisites: MRKT 302 and COMM 110. *(Spring)*

- CORP 320 Adult Learning Styles** 2 hours
A course designed to acquaint future corporate trainers with an understanding of the styles, motivations, and barriers to learning of adults. *(Fall)*
- CSCI 122 Introduction to Computers and Programming (BASIC)** 3 hours
An introduction to computer programming using the BASIC language. Prerequisite: MATH 102 or the equivalent. *(Spring)*
- CSCI 128 Introduction to Computers and Programming (PASCAL)** 3 hours
An introduction to computer programming using the Pascal 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, arrays, and structures. Prerequisite: MATH 102 or the equivalent. *(Fall)*
- CSCI 161 Introduction to Structured Programming II** 3 hours
Continuation of CSCI 160 emphasizing data structures. Topics include: classes, searching, sorting, string manipulation, recursion, pointers, stacks, lists, and trees. Prerequisite: CSCI 160. *(Spring)*
- CSCI 350 Assembly Language Programming** 3 hours
Microprocessor-based machine and assembly language concepts. Prerequisite: CSCI 370. *(Spring)*
- CSCI 365 Programming Language Topics** 3 hours
Program design, style, expression, debugging and testing in specific programming languages such as Ada, C/C++, Lisp, Logo, Modula-2, Pascal, Prolog, or Visual BASIC. Course may be repeated for different languages. Prerequisite: Either CSCI 160 or CIS 181. *(With sufficient student demand)*
- CSCI 370 Computer Organization and Systems** 3 hours
Fundamentals of computer organization and operating system concepts. Prerequisite: Either CSCI 160 or CIS 181. *(Fall)*
- CSCI 372 Comparative Programming Languages** 3 hours
Comparison of the features of several different programming languages with regards to syntax and semantics. Prerequisite: CSCI 161. *(Fall, even years)*
- CSCI 380 Teaching Computer Science** 3 hours
Objectives, methods, techniques, materials, software, and activities related to the teaching of computer science. Prerequisite: Admission to Teacher Education. *(Fall)*
- CSCI 450 Practicum in Computer Science** 1-3 hours
Experience in the use of computer hardware and software and the opportunity to observe and assist in the management of a computer laboratory. Prerequisite: CSCI 370 S/U grading. *(By arrangement)*
- CSCI 494 Independent Study** 1-3 hours
Individual study program to meet the needs of students interested in a particular area of computer science not included in the regular program. *(By arrangement)*
- CSCI 497 Internship** 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student's major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. *(Fall, Spring, Summer)*
- ECON 201 Principles of Microeconomics** 3 hours
This is an introductory study of microeconomics. The course emphasizes the price system, resource allocation, and income distribution. The course requires memorization of key definitions and concepts and analytical thinking using diagrams. *(Fall, Spring)*
- ECON 202 Principles of Macroeconomics** 3 hours
This is an introductory study of macroeconomics. The course emphasizes national income, fiscal and monetary theory and policy, unemployment, and inflation. The course requires memorization of key definitions and concepts and analytical thinking using diagrams. *(Fall, Spring)*
- ECON 261 Business Statistics** 3 hours
The course introduces students to descriptive and inferential statistics. Topics include: probability, data collection methods, inferences about one or more population, tests of significance, tests of hypotheses, and regression. Prerequisite: BVED 202 and MATH 103 or the equivalent. *(Fall, Spring)*
- EDUC 127 Building Reading Power** 2 hours
A course designed to improve the student's reading, study skills, and test-taking ability in order to help them better cope with college course reading assignments and requirements. *(Fall, Spring)*
- EDUC 200 Introduction to Teaching (Elementary)** 3 hours
EDUC 205 Introduction to Teaching (Secondary) 3 hours
An introductory course designed to prepare preservice students to become competent in making sound decisions as elementary/secondary school teachers. Students are introduced to the adopted teaching model and the requirements that must be met to successfully complete the teacher education program. Emphasis is placed upon the knowledge and skills needed during the three main phases of decision-making concerning learning experiences for students - planning, implementing, and evaluating. *(Fall, Spring)*
- EDUC 210 Creative Activities** 2 hours
A course designed to explore resources and to provide instruction, demonstration, and participation in a variety of practical art, music, and physical experiences for children of various ages in the elementary school. *(Fall, Spring)*
- EDUC 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. Prerequisites: PSYC 352 or 353. *(Fall, Spring)*

EDUC 300 Educational Technology 3 hours

A study of the development and use of educational technology and appropriate computer software in the classroom. Special emphasis will be given to the distance education methods and the use of the computer and the internet as instructional devices in the classroom. *(Fall, Spring)*

EDUC 305 Philosophy and Curriculum of Middle Level Education 3 hours

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

EDUC 315 Mathematics in the Elementary School 2 hours

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

EDUC 320 Social Studies in the Elementary School 2 hours

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

EDUC 321 Foundations of Reading Instruction 3 hours

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

EDUC 322 Methods and materials of Language Arts Instruction I 3 hours

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

EDUC 323 Methods and materials of Language Arts Instruction II 3 hours

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

EDUC 327 Developing Reading Efficiency 2 hours

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

EDUC 330 Children's Literature 3 hours

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

EDUC 335 Introduction to Early Childhood Education 4 hours

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

EDUC 337 Practicum (Pre-Kindergarten) 3 hours

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

EDUC 340 Learning Disabilities 2 hours

A study of psychological and educational research findings pertaining to the child with a learning disability. Emphasis is given to current research, appropriate methodology, and behavior modification techniques. Prerequisite: Admission to Teacher Education. *(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: PSYC 352 or 353. *(Fall)*

EDUC 350 Elementary School Practicum 2 hours

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

EDUC 355 Science Methods for Elementary Teachers 3 hours

A course designed to prepare prospective elementary teachers for effective teaching of science in elementary schools. Methods and materials will be introduced, practiced, and evaluated. Topics will include critical thinking and questioning techniques and designing effective lesson plans. Prerequisites: The completion of the elementary education science requirement and Admission to Teacher Education. *(Fall, Spring)*

EDUC 370 Craft Activities 2 hours

A study of the methods and materials used in developing craft items for the elementary classroom. Projects include print making, bulletin boards, puppets, papier-mache, molding materials, models, paper craft, etc. Creative activities are stressed. Cross-referenced with ART 370. *(Fall)*

EDUC 375 Teaching Reading in the Content Areas 2 hours

A study of reading in the content areas. Methodology, organization of classroom, study skills, and strategies for dealing with the culturally different student are emphasized. *(Fall, Spring)*

EDUC 390 Language Growth and Development 2 hours

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

EDUC 430 Diagnosis and Correction of Reading Difficulties 3 hours

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

EDUC 431 Practicum in Corrective Reading (Elementary) 2 hours**EDUC 432 Practicum in Corrective Reading (Secondary)** 2 hours

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

EDUC 435 Kindergarten Education and Curriculum 4 hours

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

EDUC 450 Current Issues and Trends in Education 2 hours

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

EDUC 470 Methods of Teaching in the Middle School 3 hours

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

EDUC 472 Current Trends in Reading Education 2 hours

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

EDUC 475 Student Teaching (Secondary) 5 hours

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

EDUC 480 Student Teaching (Secondary) 10 hours

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

EDUC 485 Student Teaching (Elementary) 5 hours

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

EDUC 490 Student Teaching (Elementary) 10 hours

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

EDUC 492 Student Internship 5-10 hours

A supervised field experience used in place of student teaching when the internship option can be used to satisfy the requirement for certification. Pre-requisite: Admission to Teacher Education and approval of Director of Teacher Education. *(Fall, Spring)*

EDUC 494 Independent Study 1-4 hours

Directed study for the advanced student in selected topics in the field of elementary or secondary education. Prerequisite: Permission of the Division Chair. *(Fall, Spring)*

EDUC 497 Internship 3-12 hours

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

ENGL 100 Writing Skills 3 hours

A basic writing course which teaches elements of the essay. Special attention is given to the particular problems of the student. *(Fall, Spring)*

ENGL 110 College Composition I 3 hours

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

ENGL 120 College Composition II 1 hour

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

ENGL 125 Introduction to Professional Writing 3 hours

A composition course which introduces the writing and research skills needed in business and technology fields. Emphasis is placed on technical organizational patterns, readability of texts, research methods, and proper documentation. Prerequisite: ENGL 111 (C or better). *(Fall, Spring)*

ENGL 205 Basic Grammar and Usage 3 hours

A thorough review of traditional grammar and standard usage. May not be used toward English major. *(Fall, alternate years)*

ENGL 240 World Literature Masterpieces 3 hours

A study of representative cultural and literary materials from the ancient world to modern times. *(Fall, alternate years)*

ENGL 261, 262 American Literature I & II 3 hours each

A survey of the principal authors and literary movements. ENGL 261 covers the literature to the end of the Civil War; ENGL 262, from the end of the Civil War to the present time. *(Fall, Spring; alternate years)*

ENGL 271 Literary Analysis I 3 hours

An introduction to traditional and contemporary approaches in the study of literature and fundamental skills required for the analysis of literary texts. *(Spring, alternate years)*

ENGL 274 Literary Genres and Periods 3 hours

A multinational survey of literary periods and the development of genres within these historical and cultural contexts. *(Spring, alternate years)*

ENGL 300 Grammatical Analysis 3 hours

A practical course in grammatical construction and usage, including traditional, structural, and transformational descriptions. *(Spring, alternate years)*

ENGL 305 Writing Workshop 1 hour

A workshop course dealing with the forms of creative writing. Includes poetry, drama, fiction, and creative non-fiction. (Repeatable) *(Fall, Spring)*

ENGL 310 Advanced Composition 3 hours

An intensive study of prose composition, giving special attention to methodology and to the expository essay. *(Spring, alternate years)*

ENGL 321, 322 English Literature 3 hours each

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

ENGL 340 Studies in American Literature 3 hours

An advanced course of selected genres, authors, themes, or eras in American Literature. (Repeatable) *(Spring, alternate years)*

ENGL 350 Studies in World Literature 3 hours

An advance course of selected genres, authors, themes, or eras in World Literature (repeatable). *(Spring, alternate years)*

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 400 History of the English Language 3 hours

A survey course designed to cover the development and use of the English language from its earliest time to the present and to explore affective behavior resulting from word use. *(Fall, alternate years)*

ENGL 410 Professional Writing 3 hours

An advanced writing course which focuses on professional writing projects, including abstracts, grant writing and proposals, that require in-depth audience analysis and research. *(Spring)*

ENGL 430 Studies in Poetry 3 hours

An intensive study of poetic principles as exhibited in the poetry of selected authors, or themes, or types. (Repeatable) *(With sufficient student demand)*

ENGL 450 Studies in British Literature 3 hours

An advanced course of selected genres, authors, themes, or eras in British literature. (Repeatable) *(Fall, alternate years)*

ENGL 480 Shakespeare 3 hours

A study of Shakespeare's life, times, and writings, emphasizing major plays. *(Fall, alternate years)*

ENGL 490A Methods of Teaching Communication Arts ? hrs

A study of the curriculum, methods, materials, trends and philosophy in the teaching of speech, drama, language, and literature (with related experiences). ENGL 490a should be successfully completed prior to student teaching. Prerequisites: Admission to Teacher Education and EDUC 300. *(Fall, alternate years)*

ENGL 490B Methods of Teaching Composition ? hours

A practical study of the teaching of composition, with particular attention to the needs and concerns of the middle and secondary English teachers. Students will explore theories of teaching composition as well as theories regarding the assessment of composition. COMM 490b must be successfully completed prior to student teaching. Prerequisites: Admission to Teacher Education and EDUC 300. *(Spring, alternate years)*

ENGL 294, 394, 494 Directed Readings 1-3 hours

A course which deals with the individual study of a field of language or literature. May be taken only after consultation with and permission of the Department Chair. *(By arrangement)*

ENGL 497 Internship 3 – 12 hours

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

FIN 350 Money and Banking**3 hours**

A course designed to acquaint students with and to help them understand financial markets, institutions, and the Federal Reserve System. The course aims at training students to analyze and evaluate regulation of the financial system as well as monetary policy. Current issues in domestic and international financial systems are emphasized. Prerequisites: ECON 201 and ECON 202. *(Fall; Spring)*

FIN 375 Business Finance**3 hours**

A course designed to study the acquisition, allocation, and management of funds within the business enterprise. Course topics include financial goals, funds flow, capital budgeting, asset management, and financing strategies. Also included is the application of financial theory to decision-making in the areas of financial analysis, planning, forecasting, budgeting, and working capital management. Problem solving and analysis is performed utilizing a spreadsheet software program. Prerequisites: MATH 103 or equivalent, BVED 202 and ECON 261. *(Fall, Spring)*

FIN 380 Principles of Investments**3 hours**

A course designed to provide the student with an understanding of the mechanics and principal problems of investing. Topics include the stock market, real estate, mutual funds, gold and collectibles. Prerequisite: FIN 375. *(Spring)*

GEOG 150 Principles of Geography**3 hours**

This course is designed to study geography in a changing world, land-human relationships, the region, spatial interaction and mapping, and population resources, socioeconomic development, as well as the geography of global conflicts. *(Spring 2001, Fall and Spring 2001-2002)*

GEOG 262 Geography of North America**3 hours**

A spatial approach to the development of the United States and Canada which stresses changing cultural landscapes and assessing impacts of planning for resource utilization. *(Fall, odd years)*

GEOG 315 Soil Science and Survey**4 hours**

A systematic approach to acquaint the student with the morphology, genesis, classification, and field determination of major soil types. Lab work and field analysis are included. Cross-referenced as E&SS 315. *(With sufficient student demand)*

GEOG 352 Economic Geography**3 hours**

The geographical basis for the production, exchange, and consumption of the earth's resources and the relationships involved with people engaged in economic activity. *(Spring, even years)*

GEOG 363 Geography of Latin America**3 hours**

A study of the population, resources, and geonomics of the individual countries in Latin America. *(With sufficient student demand)*

GEOG 364 Geography of Europe**3 hours**

A study of Europe including Russia. This course will examine the physical environment of Europe and the social, political, and economic development of the continent. Prerequisite: Sophomore standing. *(Spring, odd years)*

GEOG 365 Russia and Her Neighbors**3 hours**

An investigation of the past, present and future of the countries which were formerly part of the Union of Soviet Socialist Republics. Cross-referenced as HIST 365. *(Fall, even years)*

GEOG 391 Problems in Geography**3 hours**

An environmentally focused course which uses primary and print/Internet secondary sources to investigate important earth science problems affecting North Dakota, the United States and the world. Working in groups, students will select, research, and present their findings on their earth science topics. *(With sufficient student demand)*

GEOG 492 Field Experience in Geography**4 hours**

A flexible requirement providing the opportunity for students to study a variety of environments in the field and to gain experience in outdoor living. A special project or internship may be substituted with departmental approval. (Repeatable) Cross-referenced with E&SS 492. *(Fall, even years)*

GEOG 494 Independent Study**1-3 hours**

Directed study and reading concerning a problem in geography selected by the student. Prerequisite: Permission of the Department Chair. *(With sufficient student demand)*

GEOG 499 Special Readings**1-3 hours**

Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department Chair. *(With sufficient student demand)*

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 GEOG 100. *(Fall, Spring)*

GEOG 116 The Earth Through Time**4 hours**

A lecture and laboratory course which provides an introduction to the earth through time; its origin, history, and the history and evolution of animal and plant life. The laboratory work involves studying fossils and interpreting geologic maps and stratigraphic columns. Prerequisite: GEOL/GEOG 100 *(Spring, even numbered years)*

GEOG 315 Soil Science and Survey**4 hours**

A systematic approach to acquaint students with the morphology, genesis, classification, and field determination of major soil types. Lab work and field analysis are included. Cross-referenced with GEOG 315. *(With sufficient student demand)*

GEOG 391 Problems in Earth Science**3 hours**

This is an environmentally focused research course that uses primary sources for information and print/Internet secondary sources to investigate important earth science problems affecting North Dakota, the United States, and the world. Working in groups and as individuals, students will select, research, and present their findings about their earth science topics. Cross-referenced with GEOG 391. *(With sufficient student demand)*

GEOL 394 Field Methods in Earth Science 1-4 hours

A flexible requirement providing an opportunity for students to study a variety of environments. A special project or internship may be substituted with departmental approval. Cross-referenced with GEOG 394. *(Fall, even-numbered years)*

GEOL 397, 497 Internship 3-12 hours

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

HIST 100 Introduction to American History 3 hours

A survey of American history from colonial times to the present. This course may be used by Elementary Education majors to fulfill their social science requirement. *(Fall, Spring)*

HIST 103 U.S. to 1877 3 hours

A survey of U.S. History from the pre-Columbian era through 1877. The course will examine causes of European exploration and colonization, the American Revolution, and the Civil War. Topics to be discussed will include abolitionism, political, social, and economic development of the new nation, Manifest Destiny, and Reconstruction. *(Fall)*

HIST 104 U.S. to Present 3 hours

A survey of U.S. History from Reconstruction through the last decade. Attention will be given to social, economic and political history as well as the role of minorities and women in the development of modern American society. *(Spring)*

HIST 211 World Civilizations to 1500 3 hours

A survey of civilization to 1500 including a focus upon the early Middle East, Egypt, Rome, and Europe with attention to Asia, Africa, and South America. *(Fall)*

HIST 212 World Civilizations Since 1500 3 hours

A survey of civilization since 1500. Topics include the Reformation, Absolutism, the French Revolution, the Industrial Revolution, Colonialism, Nationalism, and 20th Century World History including that of Africa, Asia, and South America. *(Spring)*

HIST 220 North Dakota History 3 hours

A general study of North Dakota geography, government, and history from 1800 to the present. Special emphasis will be placed on the diversity of native and immigrant peoples. *(Spring, odd years)*

HIST 270 North Dakota Indian and Multicultural Studies 3 hours

A multicultural study of American minority groups that concentrates on North Dakota Native Americans and gives special attention to African and Mexican-Americans. Cross-referenced as SOC 270. *(Fall, Spring)*

HIST 300 Race, Ethnic, and Gender Relations 3 hours

The social-historical study of racial, ethnic, and gender relations. Cross-referenced as SOC 300. *(Spring, even years)*

HIST 320 History of the American West 3 hours

A study of the political, economic and social impact of the West upon the course of American history. *(With sufficient student demand)*

HIST 321 History of Ancient Greece and Rome 3 hours

A study of the political, economic, and social history of the two ancient foundations of Western Civilization. *(With sufficient student demand)*

HIST 325 History of England and Britain 3 hours

A study of the political, economic, and social history of England and Britain from ancient times to the present. *(With sufficient student demand)*

HIST 330 History of the Civil War Era (1850-1877) 3 hours

A study of the political, economic, and social causes and consequences of the Civil War era upon U.S. History. *(With sufficient student demand)*

HIST 365 Russia and Her Neighbors 3 hours

An investigation of the past, present, and future of the countries which were formally part of the Union of Soviet Socialist Republics. Cross-referenced as GEOG 365. *(Fall, even years)*

HIST 375 The U.S. Constitution: Federalism 3 hours

A narrative and case study of the development of the U.S. Constitution including U.S. Supreme Court decisions related to the development of Federalism in fact and theory. Cross-referenced as PSCI 375. *(Fall, odd years)*

HIST 376 The U.S. Constitution: Civil Liberties 3 hours

A narrative and case study of the development of the U.S. Constitution including U.S. Supreme Court decisions related to the exercise of civil liberty in fact and theory. Cross-referenced as PSCI 376. *(Spring, even years)*

HIST 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 PSCI 380. *(With sufficient student demand)*

HIST 385 History of Canada 3 hours

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)*

HIST 400 Historiography 3 hours

A detailed and analytical examination of the evolution of the study of history through time. Special emphasis will be given to representative works of major historians. *(Spring)*

HIST 450 History of the U.S. Since 1950 3 hours

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)*

HIST 460 History of Modern Europe 3 hours

An analytical study of European history and society since 1914. *(With sufficient student demand)*

HIST 465 The Contemporary World 3 hours

A study of the world since 1945, with particular emphasis on recent history. This course will encourage students to take a broader look at the world around them through the eyes of developing nations, emerging nation-states, and the global village concept, as represented by the vast array of information technologies available to the average person. Issues surrounding nuclear proliferation, apartheid, decolonization, international development, and the politics of oil will also receive special attention. *(With sufficient student demand)*

HIST 470 Topics in Non-Western History 3 hours

A study of selected areas of the world that lie outside of the preview of Western history. Special attention will be given to Africa, India, China, Japan, South America, or Asia. *(With sufficient student demand)*

HIST 485 International Study and Travel 3 hours

This course is designed to encourage student and/or community study and/or travel abroad. Students pursuing academic study outside of the U.S. may earn up to nine hours of credit over an academic year. Students and/or community members may earn 1-3 credits per term for travel abroad, depending upon departmental approval and evaluation. *(With sufficient student demand)*

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. Prerequisite: Admission to Teacher Education. *(Fall)*

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 494 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

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

HIST 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)*

HPER 100 Concepts of Fitness and 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 and technology experiences to introduce the student to concepts of holistic living. It is highly recommended that students register for one of the following courses in the same semester (HPER 101, 102, 103). *(Fall, Spring)*

HPER 101 Aerobic Exercise *(Fall, Spring)* 1 hour each**HPER 102 Aquacise** *(Fall, Spring)***HPER 103 Walking/Jogging** *(Fall, Spring)***HPER 104 Swimming** *(Spring)* 1 hour each**HPER 106 Archery/Bowling** *(Fall)***HPER 107 Badminton/Tennis** *(Fall, Spring)***HPER 108 Golf/Racquetball** *(Fall, Spring)***HPER 109 Weight Training** *(Fall, Spring)***HPER 110 Ballroom Dance** *(Fall)***HPER 112 Baseball-Varsity** *(Spring)***HPER 113 Basketball-Varsity** *(Spring)***HPER 114 Cross Country-Varsity** *(Fall)***HPER 115 Football-Varsity** *(Fall)***HPER 117 Softball-Varsity** *(Spring)***HPER 119 Track & Field-Varsity** *(Spring)***HPER 120 Volleyball-Varsity** *(Fall)***HPER 195 Football Skills** *(Spring)***HPER 105 Substance Abuse Education** 1 hour

Discusses current trends and foundation knowledge about frequently used and abused drugs in our society. The course also addresses decision-making skills in regard to chemical choice solutions. *(Fall, Spring)*

HPER 124 Athletic Training I 2 hours

INTRODUCTION TO ATHLETIC TRAINING--Course is designed to acquaint students with the profession. Basic taping, medical terminology, and injury characteristics are discussed. *(Fall)*

HPER 204 Instruction in Tumbling and Apparatus 1 hour

Basic skills in tumbling, vaulting, bars and beam, including teaching progressions and spotting techniques. Emphasis on skills progressions in K-12 physical education class. *(Fall, Spring)*

HPER 207 Prevention and Care of Athletic Injuries 2 hour

Methods of prevention and caring for the various types of injuries received in activities. The course includes a study of prevention, treatment, and rehabilitation for common athletic injuries from a coach's perspective. The course includes a unit on athletic taping techniques and instruction in the universal precaution of AIDS and other infectious diseases. *(Fall, Spring)*

HPER 208 Introduction to Physical Education 2 hours

The nature and scope of physical education by means of a critical examination of sport, play, exercise, and dance. The course is designed to provide historical foundations for physical education as a profession and for sport as a part of physical education. Special attention is focused on the role of physical education within the total educational program. *(Fall, Spring)*

HPER 210 First Aid & CPR 2 hours

Instruction and laboratory practice in first aid procedures, including CPR. A practical course in emergency first aid training and CPR using methods developed by the American Red Cross. Study of accident prevention and procedures used to promote general safety. *(Fall, Spring)*

HPER 224 Athletic Training II 2 hours

EVALUATION AND TREATMENT OF ATHLETIC INJURIES--Introductory injury evaluation and treatment techniques. *(Spring)*

HPER 300 Drug Education and Information 2 hours

This course covers basic information about substances including the use, misuse, and abuse of drugs. The impact of drugs on society is presented along with a discussion of the most effective approaches used in promoting the responsible use of chemical substances. *(Fall)*

HPER 301 Philosophy and Application of Football Coaching 2 hours

Fundamentals, individual and team offense and defense, offensive and defensive team strategy. Develop coaching philosophy and knowledge of liability and coaching ethics. *(Fall)*

HPER 302 Philosophy and Application of Basketball Coaching 2 hours

Fundamentals, individual and team offense and defense, offensive and defensive team strategy. *(Spring)*

HPER 303 Philosophy and Application of Volleyball Coaching 2 hours

A course which offers instruction in the offensive and defensive strategy and the practical application of fundamental skills and skill drills for playing volleyball. *(Fall)*

HPER 304 Philosophy and Application of Baseball/Softball Coaching 2 hours

Fundamentals, individual position play, offensive and defensive team strategy. Develop coaching philosophy and knowledge of liability and coaching ethics. *(Spring)*

HPER 305 Philosophy and Application of Track and Field Coaching 2 hours

The basics of coaching track and field are covered in this course through demonstration, practice, and video analysis. *(Spring)*

HPER 310 Communicable and Non-Communicable Diseases 2 hours

The host-agent-environment interaction process along with the causes of disease, measures for their prevention, and specific disease etiology is discussed. *(Spring)*

HPER 320 First Aid & CPR Instructor Certification 2 hours

Course in 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.) *(Fall, Spring)*

HPER 324 Athletic Training III 2 hours

REHABILITATION TECHNIQUES -- Athletic injury rehabilitation. *(Fall)*

HPER 325 Physical Education in the Elementary Grades 2 hours

A study of and practice with activities for children of various ages in elementary school. Emphasizes rhythms and non-sport activities. *(Fall, Spring)*

HPER 326 Therapeutic Modalities 2 hours

Instruction in treatment modalities utilizing light, electricity, sound, water, and wax. *(Alternate Spring Semesters, even years)*

HPER 328 Therapeutic Exercise 2 hours

Course in basic posture, body alignment, muscle testing, and exercise. *(Alternate Spring Semesters, odd years)*

HPER 330 Methods of Teaching Dance 2 hours

Teaching dance activities for junior and senior high school. Ballroom, folk, square, aerobic and modern dances are included. *(Fall)*

HPER 338 Modern Sports Officiating 2 hours

A study of officiating requirements, mechanics, understanding and interpreting the spirit and intent of the rules in today's sports. The sports include: baseball, softball, basketball, football, track and field, soccer, volleyball, and wrestling. *(Fall, Spring)*

HPER 348 Scientific Principles of Exercise and Work 3 hours

Designed to familiarize prospective coaches with the background necessary to successfully analyze and critique human body movement and also with the information needed to positively affect the body's response to exercise. *(Spring)*

HPER 352 Outdoor Recreation 2 hours

A study of the meaning and significance of outdoor recreation. Need for outdoor opportunities, government involvement, and social and economic forces in recreation. A wide range of recreational activities will also be covered in an outdoor setting. *(Fall, odd years)*

HPER 358/359 Applied Anatomy, Physiology, Human Performance, and Motor Learning 10 hours

This course is designed to be a cooperative learning experience in understanding the structure and function of the human body and its application to human movement exercise physiology, and motor learning. HPER 358 and HPER 359 will not satisfy the hours required for the pre-professional students planning to enter the field of science or elementary education majors *(Year long)*

HPER 360 Teaching Individual/Dual Activities 2 hours

Instruction, practice and techniques in teaching fundamentals of individual/dual activities. Activities include archery, badminton, tennis, golf, team paddle tennis, frisbee activities, and pickleball. *(Fall, Spring)*

HPER 361 Teaching Team Activities 2 hours

Instruction, practice and techniques in teaching fundamentals of team activities. Activities include basketball, flag football, korfball, lacrosse, soccer, softball, team handball, and volleyball. *(Fall, Spring)*

HPER 370 Human Sexuality 2 hours

A study of the role and meaning of human sexuality in relations to oneself as well as in all interrelationships with other people. HPER 360 includes a study of anatomy and physiology of the reproductive system, human sexual response, process and role of identity, sexual value systems, contraception, and the importance of sexuality in preparation for family living. *(Fall)*

HPER 390 Nutrition and Consumer Health Education 2 hours

Principles of nutrition with respect to basic body needs; nutrients and foods needed to satisfy those needs; psychological truths versus misleading information regarding nutritional products consumers will encounter; and results when nutrient intake is adequate, deficient, or excessive. *(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 and Athletics 3 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, public relations, and legal aspects. *(Fall)*

HPER 420 Community Recreation 2 hours

A study that provides the student with knowledge of local, state, and federal involvement in recreation. It provides students with opportunity for involvement in various types of recreation including recreation for the elderly and handicapped. *(Fall, odd years)*

HPER 424 Athletic Training IV 3 hours

RESEARCH AND TEAM RESPONSIBILITIES--A year long class reinforcing athletic training skills in preparation for the national certification examination. Students will complete a year long research project. (Must register Fall and Spring for a total of 6 hours.) *(Fall, Spring)*

HPER 425 Sociology/Psychology of Sport 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 430 Measurements and Evaluation in Physical Education 2 hours

A study of the theory of measurement in physical education, the selection and administration of appropriate tests, and the evaluation of results using statistical and graphic procedures. *(Spring)*

HPER 440 Special Physical Education 2 hours

Methods of teaching the handicapped or exceptional student taking physical education. There is an emphasis on activities for the mentally retarded. *(Fall, Spring)*

HPER 451 Physical Education: Curriculum, Methods and Practicum 4 hours

A study of curriculum and methods used in promoting present day physical education programs that will enable the prospective teacher to understand the significance of those programs. The class includes a practicum experience in which students are assigned to area public school physical education classes. Prerequisites: HPER 325, 360 and 361. *(Fall, Spring)*

HPER 470 School Health and Methods of Instruction 2 hours

Study of the principles, methods, materials, and resources involved in teaching school health. HPER 430 also includes evaluation and demonstration of teaching methods. *(Spring)*

HPER 490 Coaching Practicum 1 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 497 Internship 3-12 hours

A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student's major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, any 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)*

HPER 499 Directed Readings/Special Topics 1-4 hours

Students will complete projects that will aid in their professional growth. *(Fall, Spring)*

HUM 201 Civilization, Thought, & Literary Heritage 3 hours

A course that provides a chronological framework for the exploration of Western culture within a global context, emphasizing a humanistic approach to history, religion, philosophy, and literature. *(Fall, Spring)*

HUM 202 Fine Arts and Aesthetics 3 hours

A course designed to acquaint the student with the development of music and the visual arts within the context of world civilization and to develop aesthetic responsiveness. *(Fall, Spring)*

IT 312 Methods of Teaching with Instructional Delivery Systems 3 hours

The focus of the course is on applying instructional methods to creating and using instructional systems across the curriculum. Instructional systems examined include videotape, educational television, web-based delivery, computer-managed instruction and interactive television. *(Fall)*

IT 412 Administration of Instructional Technology 3 hours

Examines the duties and responsibilities of the technology coordinator to include evaluation, inventory and maintenance of software and hardware, planning, and budgeting and strategies for faculty development. Prerequisite: Junior or Senior status. *(Spring)*

IT 492 Practicum in Instructional Technology Services 4 hours

Students will work with a university or public school teacher or a professional technology coordinator to implement instructional technology or otherwise provide typical technology coordinator services. A completed Special Topics form is required for enrollment. *(By arrangement)*

IT 497 Internship 3-12 hours

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

LMIS 250 Introduction to Libraries & Information Science 2 hours

An introduction to the types of libraries, their organization, services, and standards and an introduction to current library issues including technology. Recommended as the first course in Library Media & Information Science. *(Fall)*

LMIS 350 Young Adult Literature and Media 3 hours

An appraisal of library materials suitable for young people which is correlated with a study of adolescents, their interests and their environment. *(Fall, even years)*

LMIS 360 Media Collection Development 3 hours

A course covering basic principles of evaluation and selection of library materials, study and practice in the use of selection aids, and reading and evaluation of print and non-print materials. Prerequisite: LMIS 250 or permission of instructor. *(Spring, odd years, alternates with LMIS 430)*

LMIS 365 Cataloging and Classification of Media Collections 4 hours

Principles of cataloging and classifying for school library media centers and small public libraries. The course provides principles of and practical experience in descriptive cataloging, providing access, analyzing subjects, and classifying. Introduces MARC format, OCLC, and computerized aids in providing technical services to small libraries. Prerequisite: LMIS 250 or permission of the instructor. *(Spring, odd years, alternates with LMIS 370)*

LMIS 370 Reference Sources and Services 3 hours

A basic course in reference services with emphasis on conducting a reference interview and demonstrating a knowledge of reference tools. *(Spring, even years, alternates with LMIS 365)*

LMIS 430 Administration of the School Library Media Center 3 hours

A study of the objectives and functions of a media center and the principles of management applied to the development and operation of a media program. Consideration is given to teacher-librarian relationships and planning for teaching library skills. *(Spring, even years, alternates with LMIS 360)*

LMIS 460 Practicum 2 hours

Supervision in all phases of library service. Prerequisites: Completion of eight hours of Library Media & Information Science courses and permission of director of the program. *(Fall, Spring, Summer)*

LMIS 494 Directed Studies 1-3 hours

Directed study for the advanced student in selected topics in the field of Library Media & Information Science. Prerequisite: Permission of director of the program. *(Fall, Spring, Summer)*

MATH 099 Beginning Algebra 3 hours

Use computer software (Excel) to understand and solve problems that facilitate connection among equations, tables, and graphs. Emphasis on linear functions, quadratic functions, systems of linear equations, and on powers and roots. Not open to students having credit in MATH 102, or any math course numbered above MATH 102. For students with little or no background in algebra. Does not satisfy any graduation requirement.

MATH 102 Intermediate Algebra 4 hours

Properties of the real number system, factoring, linear and quadratic functions, polynomials and rational expressions, inequalities, systems of equations, exponents and radicals, quadratic equations. *(Fall, Spring)*

MATH 103 College Algebra 4 hours

Applications of quadratic equations, relations and functions, equations and inequalities, complex numbers, polynomial, rational, exponential and logarithmic functions, systems of equations, matrices and determinants, sequences and summation. *(Fall, Spring)*

MATH 105 Plane Trigonometry 3 hours

The 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. *(Spring, odd years)*

MATH 107 Precalculus 3 hours
Equations and inequalities; polynomial, rational, exponential, logarithmic, and trigonometric functions; applications. *(Spring, even years)*

MATH 146 Applied Calculus I 3 hours
Limits, derivatives, integrals, exponential and logarithmic functions, and applications. Prerequisite: MATH 103 or permission of instructor.

MATH 165, 166, 265 Analytic Geometry and Calculus I, II, III 4 hours each
The concepts, techniques, and applications of analytic geometry and differential and integral calculus. Prerequisite: MATH 105 or permission of instructor. *(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, alternate years)*

MATH 277 Mathematics for Elementary Teachers I 4 hours
Understand and apply 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 4 hours
Understand and apply 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. *(Fall)*

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 105 or permission of instructor. Co-requisite: MATH 300. *(Fall)*

MATH 312 College Geometry II 3 hours
Continuation of MATH 311. Topics include area theory, circles in a plane, constructions with ruler and compass, solid mensuration, and an introduction to non-Euclidean geometries. Prerequisite: MATH 311. *(Spring)*

MATH 321 Probability and Statistics 3 hours
A first course in mathematical probability including combinatoric techniques, concepts of a sample space, expected value, random variables and their distributions, and topics in statistical inferences. Prerequisite: MATH 103 or permission of instructor. *(Fall)*

MATH 322 Statistics 3 hours
Continuation of MATH 321. Topics include distribution functions and their properties, inferences from sample means, significance tests and confidence limits, tests of hypotheses, regression, correlation, Markov chains, and their applications in statistical inference. Prerequisite: MATH 321. *(Spring)*

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 3 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)*

MATH 400 History of Mathematics 2 hours
An introduction to the history of mathematics. Topics include informal origins, mathematics before 1650 and mathematics after 1650. *(Spring, alternate years)*

MATH 410 Advanced Calculus 2 hours
This course examines the basic concepts of calculus from an advanced point of view. Topics will be selected from sequences, limit, continuity, differentiation, integration, infinite series, power series, and Fourier series. Prerequisite: MATH 265. *(Spring, alternate years)*

MATH 420 Mathematical Modeling and Applications 3 hours
This course provides a background for teaching and applying mathematical thinking to real-world problems by constructing and using mathematical models. Prerequisite: MATH 330. *(Spring, alternate years)*

MATH 490 Teaching Secondary School Mathematics 3 hours
Understand and apply content topics, which align with NCTM Standards, to projects, presentations, activities, and reports. Course topics include current issues, art of teaching, learning, curricular materials, alternative assessment, bias, equity, standards, and technology. Prerequisite: Admission to Teacher Education. *(Fall)*

MATH 494 Independent Study 1-3 hours
Individual study program to meet the needs of students interested in a particular area of mathematics not included in the regular program. *(By arrangement)*

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

MGMT 330 Principles of Management 3 hours

A study of management and organizational theory with special attention given to the functions of planning, organizing, leading, and controlling in business organizations. *(Fall, Spring)*

MGMT 350 Quantitative Analysis and Operations Management 3 hours

This course is designed to provide students with a balanced blend of behavioral application and quantitative analysis as they relate to planning, organizing, and controlling activities that create goods and services. Prerequisites: ECON 261, MGMT 330 and BVED 202. *(Spring)*

MGMT 425 Human Resources Management 3 hours

A study of personnel management including HRM planning, labor law, job analysis, recruitment, selection, evaluation, compensation, benefits, training, discipline, safety/health, and international labor issues. Prerequisite: MGMT 330 and upper-level standing or approval of instructor. *(Fall)*

MGMT 426 Labor Relations 3 hours

A study of industrial relations that examines the three basic steps in the labor relations process: establishing representation rights, negotiating contract terms and conditions of employment, and the administration of such terms through contract grievance procedures. Prerequisite: MGMT 425 and upper-level standing or approval of instructor. *(Spring)*

MGMT 430 Organizational Behavior 3 hours

An interdisciplinary study of behavior in the work environment to improve skills in leadership, motivation, and communication. Prerequisite: MGMT 330 and upper-level standing or approval of instructor. *(Fall, Spring)*

MGMT 460 International Business 3 hours

A study of the international dimensions of business: global business environment (economic, cultural, legal, political) and international business functions (management, marketing, finance, exporting, importing). *(On sufficient demand)*

MGMT 480 Business Policy 3 hours

A case-study lecture course that integrates the knowledge acquired in the functional areas of marketing, human resource, production/operations, and finance. MGMT 480 focuses on strategic management processes including Total Quality Management and topics such as business ethics and international markets. Prerequisite: Senior standing and completion of the remainder of the Business Administration core. *(Fall, Spring)*

MGMT 485 Entrepreneurship 3 hours

A review of the application of business policies and procedures to the small business environment. MGMT 485 includes the basic steps in creating, building, operating and selling an enterprise. Prerequisites: ACCT 202, 305, 330, 335, 340, and senior standing or approval of instructor. *(Fall, Spring)*

MGMT 498 International Experience 6-12 hours

A course designed to give the student an opportunity to apply classroom learning in a foreign setting. The experience must be approved by the Chairperson of the Division of Business at VCSU and must be related to the student's area of study. The experience is granted in a range of six to twelve credits per semester with a maximum of twelve hours available. Application is made through the Division of Business. Prerequisites: the student should be of junior or senior standing; have a cumulative grade point average of 2.50 or better; and complete MGMT 460. S/U grading only. *(Fall, Spring, Summer)*

MRKT 230 Web Page Development 2 hours

This course is designed to provide students with the knowledge and skills to develop web pages with effective graphic presentation. Course will also familiarize the students with HTML code and web page development tools. (8 weeks) Prerequisite: BVED 180. *(Fall, Spring)*

MRKT 302 Multimedia Applications 2 hours

This course is designed to provide students with the concepts and skills in producing effective multimedia presentations by incorporating graphics/images, sound, music, and video. *(Fall, Spring)*

MRKT 303 Desktop Publishing 2 hours

This course is designed to provide students with the knowledge and skills to develop effective publications utilizing desktop publishing and other appropriate software. *(Fall, Spring)*

MRKT 305 Principles of Marketing 3 hours

An analysis of the activities involved in facilitating the exchange of things of value. Topics range from business ethics to post-purchase service. *(Fall, Spring)*

MRKT 320 E-Commerce 3 hours

This course provides instruction on Front/Back office applications utilized by business in the management of Intra/Internet commerce. Prerequisite: ACCT 370. *(Spring)*

MRKT 405 Retail Management 3 hours

Principles and concepts underlying the managerial functions of the retailer. Prerequisite: MKRT 305 or consent of instructor. *(Spring)*

MRKT 415 Marketing Research and Information 3 hours

Study of the role of research in decision-making and the basics of scientific research, including preparation of research proposals, design of data collection, instruments, data analysis, interpretation and reporting. Prerequisite: ECON 261, MKRT 305., and upper-level standing or approval of instructor *(Spring)*

- MUS 100 Music Fundamentals** 3 hours
The study of fundamental music skills, including reading notes, scales, and chords; music harmony, and music terminology. Open to all students. *(Spring)*
- MUS 101, 102 Elementary Music Theory** 3 hours each
A sequence designed to develop the basic musicianship skills required to analyze, read, write, and perform music. This course will encourage the use of a portfolio to document work and demonstrate competencies through activities specifically designed to organize materials, to set goals and objectives for individualized learning, and to apply concepts to real musical situations. Prerequisite: MUS 100 or passing score on theory placement examination. *(101-Fall, 102-Spring)*
- MUS 111, 112, 211, 212 Class Piano** 1 hour each
This course sequence supplements music theory with class instruction in an electronic piano laboratory. Activities include sight-reading, transposing, improvising, score-reading, accompaniment coaching, ensemble playing, keyboard harmony, and keyboard facility. Placement in first or second year classes is determined by keyboard background. Prerequisite: Permission of the instructor. *(111 and 211-Fall; 112 and 212-Spring)*
- MUS 121, 122 Ear Training** 1 hour each
Companion courses to Elementary Music Theory that run concurrently on alternate days. The courses develop the visual and aural skills of the student using notation; rhythm and meter exercises; singing in scale degrees and solfege; score reading; improvisation; harmonization; and melodic, rhythmic, and harmonic dictation. *(121-Spring, 122-Fall)*
- MUS 131 Concert Choir** 1 hour
The study, rehearsal, and performance of music for larger choral ensembles. The choir presents both on- and off-campus concerts throughout the year. Open to all students by permission of the instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 132 University Singers** 1 hour
A course designed to expand individual and group musicianship and vocal skills through the study, rehearsal, and performance of chamber music, madrigals, and contemporary popular music, including vocal jazz. The group presents both on- and off-campus concerts throughout the year. Open to all students by permission of the instructor. May be repeated for credit. MUS 132 may not be substituted by music education majors for MUS 131. *(Fall, Spring)*
- MUS 141 Wind Ensemble** 1 hour
The study and performance of fine quality symphonic wind and percussion literature. The group presents concerts on-campus and tours annually. Band members also perform for home football and basketball games as members of the VCSU Viking Pep Band. Open to all students by permission of the instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 142 Jazz Band** 1 hour
A study and performance of big band music from the blues to modern jazz. The band presents concerts on-campus and tours each season. Open to all students by permission of the instructor. May be repeated for credit. MUS 142 may not be substituted by music education majors for MUS 141. *(Fall, Spring)*
- MUS 152 Piano Ensembles** 1 hour
The study, rehearsal, and performance of music for all types of piano ensembles. Admission is by permission of the instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 153 Accompanying** 1 hour
Studio accompanying during one private lesson and one studio class weekly, as well as in the lessons, studio classes, recitals, and/or juries of various student performers. Admission by permission of the instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 162 Percussion Ensembles** 1 hour
The study and performance of percussion music representing various style periods. Admission by permission of the instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 163 Handbell Choir** 1 hour
The study, pedagogy, rehearsal, and performance of music for Handbell Choir. This ensemble serves as a basic preparation for leading Handbell Choirs. Admission is by permission of instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 170 Class Voice** 1 hour
The fundamentals of vocal production for students with little or no previous vocal training, intended as a preliminary to individual applied study. Vocal secondaries may substitute MUS 170 for one semester of MUS 171. *(Fall, Spring)*
- MUS 172 Vocal Ensembles** 1 hour
The study, rehearsal, and performance of music for small vocal ensembles other than madrigal groups (duets, trios, quartets). Admission by permission of instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 182 Brass Ensembles** 1 hour
The study and performance of brass music representing various style periods. Admission by permission of the instructor. May be repeated for credit. *(Fall, Spring)*
- MUS 192 Woodwind Ensembles** 1 hour
The study and performance of woodwind music representing various style periods. Admission 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. Attendance at three-fourths (75%) of designated concerts and recitals each semester is required. Evaluation: 75-100% attendance=A; 65%=B; 55%=C; 45%=D; 0-35%=F. A student must be in attendance at an entire program in order to receive credit. 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 Advanced Music Theory and Ear Training** 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: MUS 101, 102, or permission of the instructor. *(201-Fall, 202-Spring 2001-2002 and alternate years)*

MUS 222 Basic Voice **2 hours**

This course is designed to 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 class experiences. Prerequisite: MUS 170 Class Voice, MUS 171 Applied Voice, or permission of instructor. *(Spring)*

MUS 231 Diction for Singers I **1 hour**

This course provides a detailed study of the pronunciation and articulation of sung Italian and English using the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds. Prerequisite: 2 semesters of MUS 171. *(Fall 2001 and alternate years)*

MUS 232 Diction for Singers II **1 hour**

This course provides a detailed study of the pronunciation and articulation of sung French and German using the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds. Prerequisite: MUS 231. *(Spring 2002 and alternate years)*

MUS 241 Music in the Elementary Classroom **3 hours**

This course provides the elementary preservice teacher with experiences in directing musical activities appropriate for children. Students will develop their own musical potential in the context of learning to teach by singing, reading musical notation, improvising, and developing an understanding of musical structure and style with the National Standards for Arts Education guidelines. Philosophy, teaching and learning styles, and creativity will be addressed. Students will team teach a lesson to public school children as a field experience. *(Fall)*

MUS 301 Scoring and 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 102. *(Fall 2001 and alternate years)*

MUS 302 Advanced Scoring and Arranging **2 hours**

This course provides an advanced knowledge of scoring and arranging for band, jazz band, and vocal ensemble. Special attention is given to contemporary styles and the development of a personal compositional style. One private lesson per week. Prerequisite: MUS 301 and permission of instructor. *(Fall, Spring)*

MUS 303 Basic Conducting **2 hours**

A study of the basic conducting techniques used by vocal and instrumental directors. Course includes the study of basic conducting gestures, interpretation, score preparation, and historical styles. Prerequisite: MUS 102. *(Fall)*

MUS 321 Percussion Methods **1 hour**

Basic techniques for performance and instruction of percussion instruments. Selection and care of instruments and review of instructional materials. *(Fall 2000 and alternate 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. *(Spring 2001 and alternate 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. *(Fall 2001 and alternate 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. *(Spring 2002 and alternate years)*

MUS 331, 332 Music History and Literature **3 hours each**

This series is a survey of the history and literature of music from the beginning of Western Civilization through the present day. The final section of the course includes the study of music and instruments from the other cultures across the world. Courses stress the development of musical styles, forms, and media through visual and aural analysis of representative compositions. These compositions are studied in the context of their respective social-cultural epochs. It is recommended that the student complete HUM 202 prior to enrolling in 331. *(331-Fall, 332-Spring; in 2000-2001 and alternate years)*

MUS 356, 357 Piano Pedagogy **3 hours each**

This sequential course provides an essential foundation for teaching piano. The class focuses on teaching techniques and evaluations of recent methods and materials for both private and group piano instruction. An integral part of the class is observation of instruction and student teaching of private and/or group lessons under faculty supervision. *(356-Fall, 357 Spring; in 2001-2002 and alternate years)*

MUS 401 Instrumental Conducting and Literature **2 hours**

Conducting techniques for instrumental literature. Score preparation and interpretation in various historical styles. Review of rehearsal techniques and conducting of live ensembles. Prerequisite: MUS 303. *(Spring)*

MUS 402 Choral Conducting and Literature **2 hours**

Conducting techniques for choral literature. Score preparation and interpretation in various historical styles. Review of rehearsal techniques and conducting of live ensembles. Prerequisite: MUS 303. *(Fall)*

MUS 441 Music in the Elementary School **3 hours**

A course designed to provide the student with a basic knowledge of the music teaching techniques and materials used from kindergarten through grade six, and a functional knowledge of fretted instruments and the voice. Students will teach elementary musical concepts in a supervised public school setting and to peers in the college classroom. The Kodaly concept and Orff Method are included as models of classroom instruction. Prerequisite: MUS 303 and admission to Teacher Education. *(Spring)*

MUS 442 Music in the Junior and Senior High School **3 hours**

This course provides the student with a basic knowledge of the materials, methods, models, organization, curriculum content, and rehearsal techniques for the complete music program of the junior and senior high school. The course also stresses individual ability to develop and maintain public school music programs. Prerequisite: MUS 441 and admission to Teacher Education. *(Fall)*

MUS 456 Piano Pedagogy Internship**1 hour**

The class permits the student with pedagogy training to continue teaching under faculty supervision in the Community School of the Arts. May be repeated for credit. Prerequisite: MUS 356, 357. *(Fall, Spring)*

MUS 497 Internship**3-12 hours**

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

MUS 199-499 Special Topics**1-3 hours**

Individualized courses allowing the student to pursue special interests. Prerequisite: permission of the department.

PHYS 100 Concepts of Physics**4 hours**

An introduction to the concepts of physics as they apply to everyday life. Ideas are presented with a conceptual rather than mathematical approach. The laboratory is a co-requisite of this course. Prerequisites: None. *(Spring)*

PHYS 110 Introductory Astronomy**4 hours**

An introductory study of the universe: the solar system, stars, stellar evolution, galaxies, black holes, big bang cosmology, and the expanding universe. Laboratory experiments, visual observations, and telescopic observations are included to reinforce the concepts covered. *(Fall)*

PHYS 155 Introductory Photographic Techniques**2 hours**

A fundamental course in the theory and practice of black and white photography. Includes composition, camera operation, and darkroom procedures. *(Fall, Spring)*

PHYS 161, 162 Introductory College Physics I, II**4 hours each**

An introduction to the principles and concepts of physics with the application of minimal mathematics, sufficient to show the logical progression from one topic to the next. General physics for those who do not plan to take advanced courses in science. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, vibrations and waves, electricity and magnetism, light and optics. The laboratory is a co-requisite of each course. PHYS 161 has no mathematical prerequisite but knowledge of elementary algebra is recommended. Prerequisites: PHYS 161-none; PHYS 162-PHYS 161. *(PHYS 161-Fall; PHYS 162-Spring)*

PHYS 255 Intermediate Photographic Techniques**2 hours**

A more advanced study of black and white darkroom procedures and composition. Additional emphasis on aesthetics, lighting techniques, posing, critiquing, and creative darkroom expression. Prerequisite: PHYS 155. *(Spring)*

PHYS 275 Planetarium Science**1 hour**

Students will learn about the operation and maintenance of the Spitz Space System 512 Planetarium and be able to demonstrate the astronomical principles which this instrument models including star and constellation identification and the planetary analog. They will participate in the production and performance of planetarium shows. This course may be repeated for credit up to 3 semester credit hours.

PHYS 351, 352 University Physics**5 hours each**

General physics course sequence for students majoring in chemistry, physics, or engineering. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, heat and thermodynamics, vibrations and waves, electricity and magnetism, light and optics, and an introduction to modern physics. The laboratory is a co-requisite of each course. (This sequence is the same as 251/251L and 252/252L under the NDUS common course numbering system.) At most NDUS campuses a student may not receive credit for PHYS 251, 251L, PHYS 252, 252L and also PHYS 211, 211L, PHYS 212, 212L or PHYS 161, 161L, PHYS 261, 162L. Student may count up to 8 hours of noncalculus-based general physics (in addition to this sequence as long as those courses are taken before the calculus sequence is taken) towards appropriate VCSU programs. Prerequisites: For PHYS 251, Calculus I; for PHYS 252, Calculus II and PHYS 251. *(Fall and Spring, 2001-2002)*

PHYS 355 Advanced Photographic Techniques**2 hours**

An advanced study of black and white darkroom procedures and special effects. Students create a portfolio of creative techniques to be presented at the end of the semester. Prerequisite: PHYS 155. *(With sufficient student demand)*

PHYS 395 Laboratory Preparation and Management**1 hour**

In this practicum-like course the student will directly assist the instructor in many aspects of laboratory instructional delivery. The course is designed to improve the competency of teaching laboratory by storeroom management, laboratory preparation and operation, evaluation of laboratory, equipment maintenance and repair, safety, classroom demonstrations and related topics. This course may be repeated for credit up to three semester credit hours.

PHYS 490 Secondary Science Methods and Techniques**3 hours**

A course designed to prepare prospective science teachers in the areas of curriculum planning, textbook selection, supplemental teaching aids, laboratory procedures, and in the ordering of equipment and supplies. The course includes laboratory practicum experience. Prerequisites: Status of at least a second semester junior with a major or minor in science and admission to Teaching Education. *(Fall, even-numbered years)*

PHYS 294, 394, 494 Independent Study/Undergraduate Research**1-4 hours**

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

PHYS 397, 497 Internship **3-12 hours**

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

PSCI 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 and Politics **3 hours**

The development, structure and operation of Canadian government with special emphasis on the parliamentary system. *(With sufficient student demand)*

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. *(Fall, odd years)*

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. *(Spring, even years)*

PSCI 380 The American Presidency **3 hours**

A study of the development of the American presidency through time including representative presidential administrations, i.e., Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Wilson, Franklin D. Roosevelt, Truman, Eisenhower, Johnson, Nixon, Carter, Reagan, and Bush. Cross-referenced as HIST 380. *(With sufficient student demand)*

PSCI 492 Research Methods **3 hours**

An exploration of the ways in which social scientists examine human behavior. Cross-referenced as SOC 492. *(Fall)*

PSCI 494 Independent Study **1-3 hours**

Directed study and reading concerning a topic in political science. Prerequisite: Consent of the instructor and approval of the Department chair. *(With sufficient student demand.)*

PSCI 497 Internship **3-12 hours**

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

PSCI 499 Special Topics and Readings **1-3 hours**

Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department chair. *(With sufficient student demand.)*

PSYC 111 Introduction to Psychology **3 hours**

A survey of the scientific study of behavior and mental processes. *(Fall, Spring)*

PSYC 350 Social Psychology **3 hours**

A study of the effects of social influence and physical environment on human behavior. Examines how people affect each other and how they are affected by social situations. Among the topics covered are social cognition, attitudes, social interaction, attraction, aggression, prejudice, conformity, and gender roles. Cross-referenced with SOC 350. Prerequisite: PSYC 111. *(Spring, alternate years)*

PSYC 352 Child Psychology **2 hours**

A survey of human development from conception through childhood. Emphasis on experiences from preschool through elementary grades. Influences from different cultural backgrounds included. Prerequisite: PSYC 111. *(Fall, Spring)*

PSYC 353 Adolescent Psychology **2 hours**

A study of human development during adolescence. Covers physical, social, emotional, intellectual, moral and spiritual domains within a multicultural context and from a global awareness perspective. Attention given to young adolescent needs and implications for educational practice in the middle grades. Prerequisite: PSYC 111. *(Fall, 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 SOC 360. Prerequisite: PSYC 111 or permission of instructor. *(Fall)*

PSYC 370 Abnormal Psychology **3 hours**

A survey of the classification, symptoms, etiology, and treatment of psychological disorders. Prerequisite: PSYC 111. *(Fall)*

PSYC 410 Mental Health **3 hours**

A study of the ongoing process of adjustment. Focuses on how to help people apply psychological insights and principles to their own lives as a way of achieving better understanding of themselves and living more effectively. Prerequisite: PSYC 111. *(Fall)*

PSYC 430 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, motivation, testing, statistics, and evaluation. Prerequisite: Admission to Teacher Education. *(Fall, Spring)*

PSYC 450 Personality Theories and 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. *(Spring)*

PSYC 470 Guidance Principles and Practices 3 hours

A study of guidance principles and practices in the elementary and secondary schools and in community agencies. Philosophy, objectives, and organization are stressed. Prerequisite: PSYC 111. *(Spring, alternate years)*

PSYC 497 Internship 3-12 hours

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

PSYC 499 Special Topics 1-3 hours

Directed study of selected topics in the field of psychology for the advanced student. Prerequisite: Permission of Division Chair. *(By arrangement)*

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, odd years)*

SOC 220 The Family 3 hours

A study of relationships within the family including problems of courtship, marriage, and parenthood. *(Fall, even years)*

SOC 270 North Dakota Indian and Multicultural Studies 3 hours

A multicultural study of American minority groups that concentrates on North Dakota Native Americans and gives special attention to African and Mexican-Americans. Cross-referenced as HIST 270. *(Fall, Spring)*

SOC 300 Race, Ethnic, and Gender Relations 3 hours

The social-historical study of racial, ethnic, and gender relations. Cross-referenced as HIST 300. *(Spring, even years)*

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: PSYC 111. *(Spring, even 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 PSYC 360. Prerequisite: 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. *(Spring, odd years)*

SOC 390 Criminology and Delinquency 3 hours

A study of the causation, detection, prevention, and correction of criminal and delinquent behavior. *(Spring)*

SOC 415 Introduction to Human Services 3 hours

An examination of the human service professions and related programs. *(Spring, even years)*

SOC 425 Sociology/Psychology of Sport 2 hours

Sociology units include the relationship between sport and racism, politics, economics, religion, and societal pressures on athletes and coaches. Psychology units include learning processes, practice planning, motivation, mental preparation, and communication skills. Cross-referenced as HPER 425. *(Fall, Spring)*

SOC 492 Research Methods 3 hours

An exploration of the ways in which social scientists examine human behavior. *(Fall)*

SOC 494 Independent Study 1-3 hours

Directed study and reading concerning an area in sociology. Prerequisite: Consent of the instructor and approval of the Department Chair. *(With sufficient student demand)*

SOC 497 Behavioral Science Internship 3-12 hours

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

SOC 499 Special Topics and Readings 1-3 hours

Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department Chair. *(With sufficient student demand.)*

SPAN 101, 102 1st Year Spanish I and II 4 hours each

Study of grammar, speaking, reading, and writing in Spanish for students who have had no previous knowledge of the language. (101-Fall, 102-Spring)

SPAN 201, 202 2nd Year Spanish I and II 4 hours each

Continuation of SPAN 101, 102, with further development of reading skills to increase vocabulary. Selected readings and conversation in Spanish. Introduction to the literature of Spain and Latin America. Prerequisite: SPAN 102 or equivalent. (201-Fall, 202-Spring)

SPAN 310 Spanish for the Professions 2 hours

Development of vocabulary for students planning to enter into professional areas such as business, social work, medicine, and law enforcement. Prerequisite: SPAN 202. (With sufficient student demand)

SPAN 320 Introduction to Hispanic Literature 3 hours

Reading and discussion of outstanding literary works of Spanish and Spanish American literature. Prerequisite: SPAN 202. (Fall)

SPAN 345 History and Geography of Spain and Latin America 3 hours

The history of Spain and Latin America from the time of the Roman occupation of Spain to modern times, as well as concepts of geography and human development. (Fall)

SPAN 350 Hispanic Culture and Civilization 3 hours

A study of various aspects of Hispanic culture and civilization through the centuries. Prerequisite: SPAN 345. (Spring)

SPAN 390 Spanish Composition 2 hours

A review of the principles of grammar, and practice in writing in Spanish. Prerequisite: SPAN 202 or the equivalent. (With sufficient student demand)

SPAN 393 Practicum in Teaching Spanish 1-3 hours

An opportunity for first hand experience in teaching Spanish. (By arrangement)

SPAN 396, 496 Travel to a Spanish Speaking Country 1-4 hours

Up to four semester hours of credit may be earned with departmental approval. (By arrangement)

SPAN 415 Advanced Spanish Conversation 3 hours

Advanced skill development in speaking and listening to the language. Prerequisites: SPAN 202 or the equivalent. (With sufficient student demand)

SPAN 420 Readings in Hispanic Literature I 2 hours

A study of selected literary texts in the Spanish language. Prerequisite: SPAN 320. (Spring, alternate years)

SPAN 440 Readings in Hispanic Literature II 2 hours

A continuation of Spanish 420. Prerequisite: SPAN 320. (Spring, alternate years)

SPAN 490 Methods of Teaching Spanish 3 hours

A study of the curriculum, methods, materials, and trends in the teaching of Spanish. SPAN 490 should be taken prior to student teaching. Prerequisite: Admission to Teacher Education. (Fall)

SPAN 494 Directed Readings 1-4 hours

Directed study in literature or language according to interest of the student. (By arrangement)

SPAN 497 Internship 3-12 hours

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

TECH 161 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.

TECH 231 Communication Technology 3 hours

An introductory study of the various technological means used to communicate including a study of the technical aspects, historical development, and the impact that this technology has on society.

TECH 241 Concepts of Electronics 3 hours

A course that introduces basic electrical and electronic principles, devices, and circuits. Current circuit simulation software and real world circuits are utilized.

TECH 242 Linear and Digital Systems 3 hours

A course designed to introduce students to modern integrated analog and digital concepts and devices. Current circuit simulation software and real world circuits are utilized. TECH 241 recommended.

TECH 256 Resources for Technology 3 hours

Course introduces the student to many of the resources of the Technology Education laboratory including materials, processes, time, people, tools, machines, and more.

TECH 306 Inventions and Innovations – Technology Education for Children 3 hours

The course focuses on innovation while providing tools and methods to empower the prospective teacher to use technology in an integrative role in the self-contained classroom. (Elementary)

TECH 310 Design, Technology and Engineering for Children 3 hours

The course focuses on the design process while providing tools and methods which will expand the range of activities possible in the elementary classroom through the use of technology. (Elementary)

TECH 330 Exploring Technology 3 hours

Course prepares prospective teachers to teach a middle school course exploring the widest possible range of technologies and their impact on society, including the most significant developments of the modern world. (Middle) (Fall, Spring)

TECH 331 Innovation and Engineering Design 3 hours

Course prepares prospective teachers to teach a middle school course emphasizing engineering design activities to understand how criteria, constraints, and processes affects designs. Brainstorming, visualizing, modeling, constructing, testing and refining designs will be studies. (Middle)

TECH 371 Technology Systems 3 hours

Students become acquainted with content and process associated with technological systems. Students apply systems concepts to design and problem solving activities. (Middle)

TECH 391 Foundations of Technology 3 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)

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 and Methods 2 hours

Course covers the history and evolution of technology Education from the 19th century to the current standards movement. Methods and management techniques appropriate to the technology education laboratory are studied including the management of student organizations.

TECH 416 Applying Technology 3 hours

Course focuses on the student's ability to apply technology, science, and mathematical concepts to solve engineering design problems. Students will research, develop, test, and analyze engineering designs. (Secondary)

TECH 431 Engineering Technology 3 hours

Course provides an orientation and exposure to the careers and challenges of engineering. Major engineering concepts included are modeling, systems, optimization, technology-society interaction, design and ethics. (Secondary) *(Fall, Spring)*

TECH 450 Electronic Communication 3 hours

The course introduces common communications terminology, methods, and systems. Various modulation methods are studied as are radio, television, telephone, fax, modem, computer networks and satellite systems. Prerequisite: TECH 241.

TECH 456 Intelligent Machines 3 hours

Course focuses on practical interfacing of computers to peripheral devices such as digital cameras, scanners, printers, storage devices, robots, actuators, motors, black boxes, and data capture probes. Commercial software components are also explored.

TECH 471 Technology and Entrepreneurship 3 hours

The student applies his or her knowledge and research to areas of mass production, manufacturing, resources, management, and marketing in inventions and innovations, analytical thinking, decision-making, and continuous design improvements are emphasized. (Secondary)

TECH 478 Technology Assessment 3 hours

Course familiarizes the student with issues surrounding technology assessment including the need for assessment, the role of the citizen, the role of the expert, the role of the government, the strengths and limitations of assessment. (Secondary)

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)*

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. *(Fall)*

THEA 161 Acting One 3 hours

A course designed to acquaint the students with the basic stage movement and vocal performance techniques. *(Fall)*

THEA 201 Theatre Practicum 1-3 hours

This course provides practical experience through participation in theatre productions. Option A: technical theatre practice. Option B: Performance in a dramatic production before an audience. Number of credit hours granted at the discretion of the instructor. *(Fall, Spring) (Repeatable)*

THEA 229 Creative Dramatics 3 hours

A course designed to familiarize future teachers with the dramatic materials and techniques that can be used in the classroom to stimulate the student's imagination and enhance and support teaching subjects. Prerequisite: Admission to Teacher Education or consent of the instructor. *(Spring)*

THEA 270 Stagecraft 3 hours

A lecture-and-practical-application course covering basic technical problems in preparing and presenting dramatic productions. *(Fall, alternate years)*

THEA 350 Costume and Makeup Design 2 hours

A course designed to familiarize students with various historical costume styles, and with the methods and materials for constructing them; with a strong component treating theatrical makeup materials and methods of application. *(Fall, alternate years)*

THEA 361 Advanced Acting 3 hours

A course to familiarize students with acting styles and periods beyond modern realism, including classic, romantic, and other genres. Prerequisite: THEA 161. *(Fall, alternate years)*

THEA 365 Directing the Play 3 hours

A course designed to teach the basic principles for preparing, rehearsing, and presenting a dramatic production. *(Spring, alternate years)*

THEA 401 Theatre Workshop 1-3 hours

An advanced workshop course in which students complete significant assignments in theatre production, including acting, directing, stage managing, and design. Prerequisite: THEA 201 and either THEA 270 or 350. *(Fall, Spring)*

THEA 494 Directed Study 1-3 hours

An advanced study of a specialized field of playwrights, theatre history, or an area of technical production. *(By arrangement and permission of the Division Chair.)*

THEA 497 Internship

3-12 hours

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

ADMINISTRATION

Ament, William J. (1977), Comptroller for Mayville State University and Valley City State University. B.A., Moorhead State University.

Bauer, Don C. (1995), Athletic Director. B.S., Valley City State University; M.S., University of Oklahoma.

Bensen, Steven P. (1993), Vice President for Business Affairs for Mayville State University and Valley City State University. B.A., University of North Dakota; CPA Certification.

Chaffee, Ellen E. (1993), President of Mayville State University and Valley City State University. B.A., University of Kentucky; M.S., North Dakota State University; M.A., Ph.D., Stanford University.

Corwin, Therese A. (1975), Director of Instructional Technology & Title III/Associate Professor. B.A., Gustavus Adolphus; M.S., Moorhead State University, Ph.D., Iowa State University.

Doerfler, Leonard B. (1999), Assistant Football Coach/Head Resident. B.S., Western Oregon University.

Drake, Janet M. (1985), Director of Student Academic Services. B.S., M.A., University of North Dakota.

Egeberg, Patricia K. (1992), Health Services. B.S.N., South Dakota State University.

Grim, Shawn R. (1997), Assistant Director of Housing. B.A., University of North Dakota; B.S., Valley City State University.

Johnson, LaMonte H. (1978), Director of Admission and Records. B.S., Valley City State University; M.A., Northern State University.

Klein, Daniel C. (1999), Director of Enrollment Management. B.S., North Dakota State University.

Klingenberg, Erin D. (1990), Licensed Professional Clinical Counselor/Human Resource Officer. B.A., Jamestown College; M.Ed., University of North Dakota; M.Ed., North Dakota State University.

McRoberts, Daniel A. (1992), Director Kathryn Center for Lifelong Learning/Assistant Professor. B.S., University of Wisconsin-River Falls; M.A., North Dakota State University.

Mugan, Donald F. (1973), Title III Activity Director/Professor and Chair of the Department of Technology. B.S., Mankato State College; M.S., Ed.D., University of Northern Colorado.

Podoll, Darryl B. (1984), Director of Library Services. B.A., Concordia College; M.A., University of South Dakota; M.A.L.S., University of Denver.

Pommerer, Ronald R. (1989), Facilities Supervisor/Facilities Services.

Pullen, Dan H. (1993), Director of the Center for Innovation in Instruction. B.A., Moorhead State University; M.A., North Dakota State University.

Robinson, Larry J. (1975), Executive Director of VCSU Foundation. B.S., Valley City State University; M.S., North Dakota State University.

Schmalz, Glen J. (1978), Vice President for Student Affairs. B.S., Valley City State University; M.S., University of North Dakota.

Schumacher, Betty Kuss (1971), Director of Financial Aid for Mayville State University and Valley City State University. B.S., Valley City State University.

Stricklin, Kari A. (1999), Director of Student Center/Student Activities. B.S., Valley City State University.

Thoreson, Jennifer J. (1999), Faculty Material Center Coordinator. B.S., Moorhead State University; B.S., Valley City State University.

Tykwinski, Joseph R. (1986), Chief Information Officer/Assistant Professor of Technology. B.S., M.S., Mankato State University.

Walker, Marcia Foss (1978), Director of Career Services/Internships. B.S., Valley City State University.

Wong, Leslie E. (1999), Vice President for Academic Affairs. B.A., Gonzaga University; M.S., Eastern Washington University; Ph.D., Washington State University.

FACULTY

Alexander, Bonnie J. Warner (1991), Assistant Professor of Science. B.A., M.A., St. Cloud State University.

Amlie, Vernon E. (1975), Professor of Education. B.A., Augsburg College; M.S., Winona State University; Ed.D., University of Montana.

Bass, David J. (1981), Assistant Professor of Education and Psychology. B.S., Valley City State University, M.Ed., University of North Dakota.

Beauchman, Alice M. (1973), Lecturer of Photography. B.S., Valley City State University.

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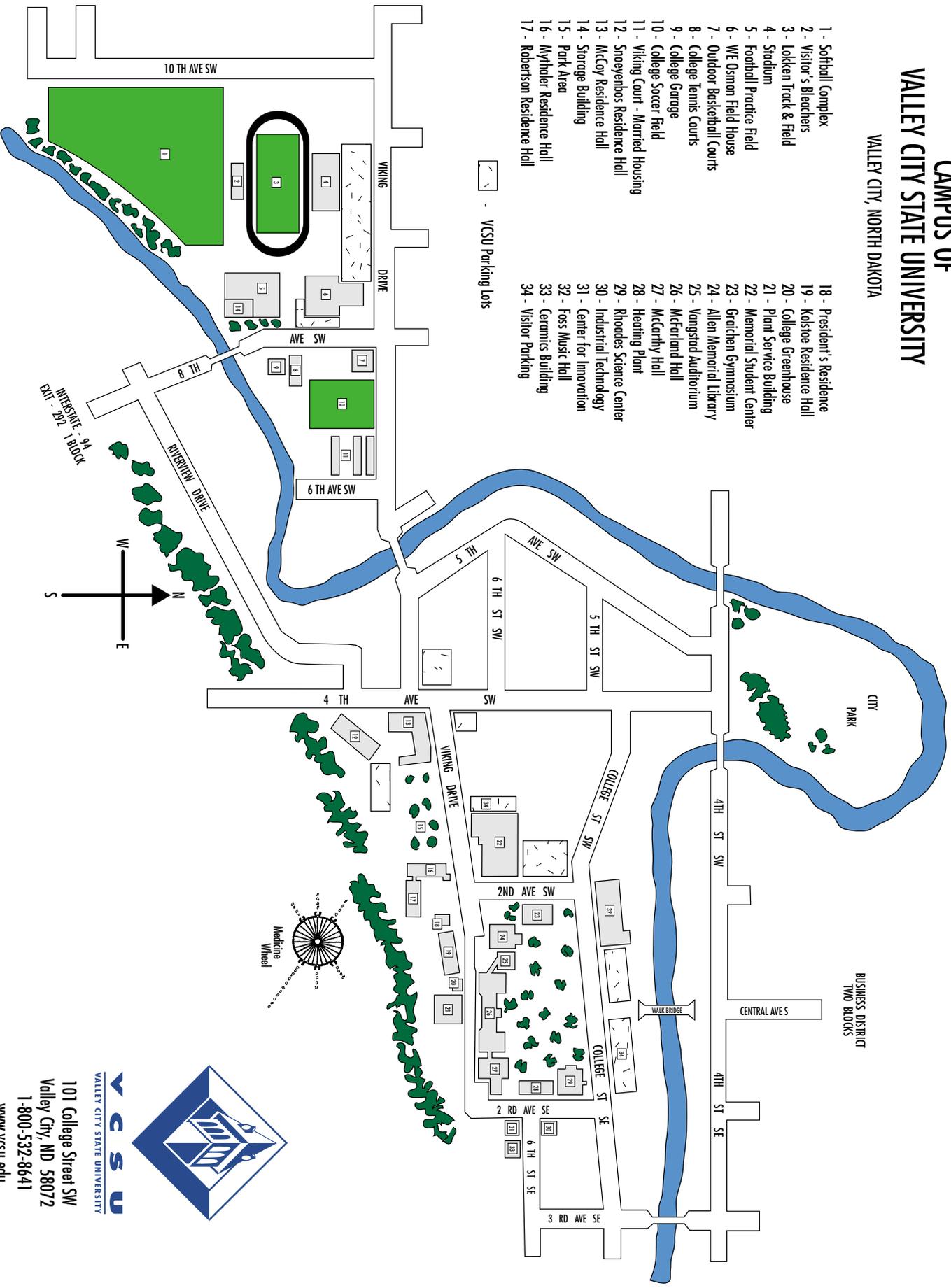
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- 2 - Visitor's Bleachers
- 3 - Lakken Track & Field
- 4 - Stadium
- 5 - Football Practice Field
- 6 - WE Osmon Field House
- 7 - Outdoor Basketball Courts
- 8 - College Tennis Courts
- 9 - College Garage
- 10 - College Soccer Field
- 11 - Viking Court - Married Housing
- 12 - Snoeyenbos Residence Hall
- 13 - McCoy Residence Hall
- 14 - Storage Building
- 15 - Park Area
- 16 - Myhalter Residence Hall
- 17 - Robertson Residence Hall
- 18 - President's Residence
- 19 - Kolstoe Residence Hall
- 20 - College Greenhouse
- 21 - Plant Service Building
- 22 - Memorial Student Center
- 23 - Grichen Gymnasium
- 24 - Allen Memorial Library
- 25 - Vangstad Auditorium
- 26 - McFarland Hall
- 27 - McCarthy Hall
- 28 - Heating Plant
- 29 - Rhoades Science Center
- 30 - Industrial Technology Center for Innovation
- 31 - Center for Innovation
- 32 - Foss Music Hall
- 33 - Ceramics Building
- 34 - Visitor Parking

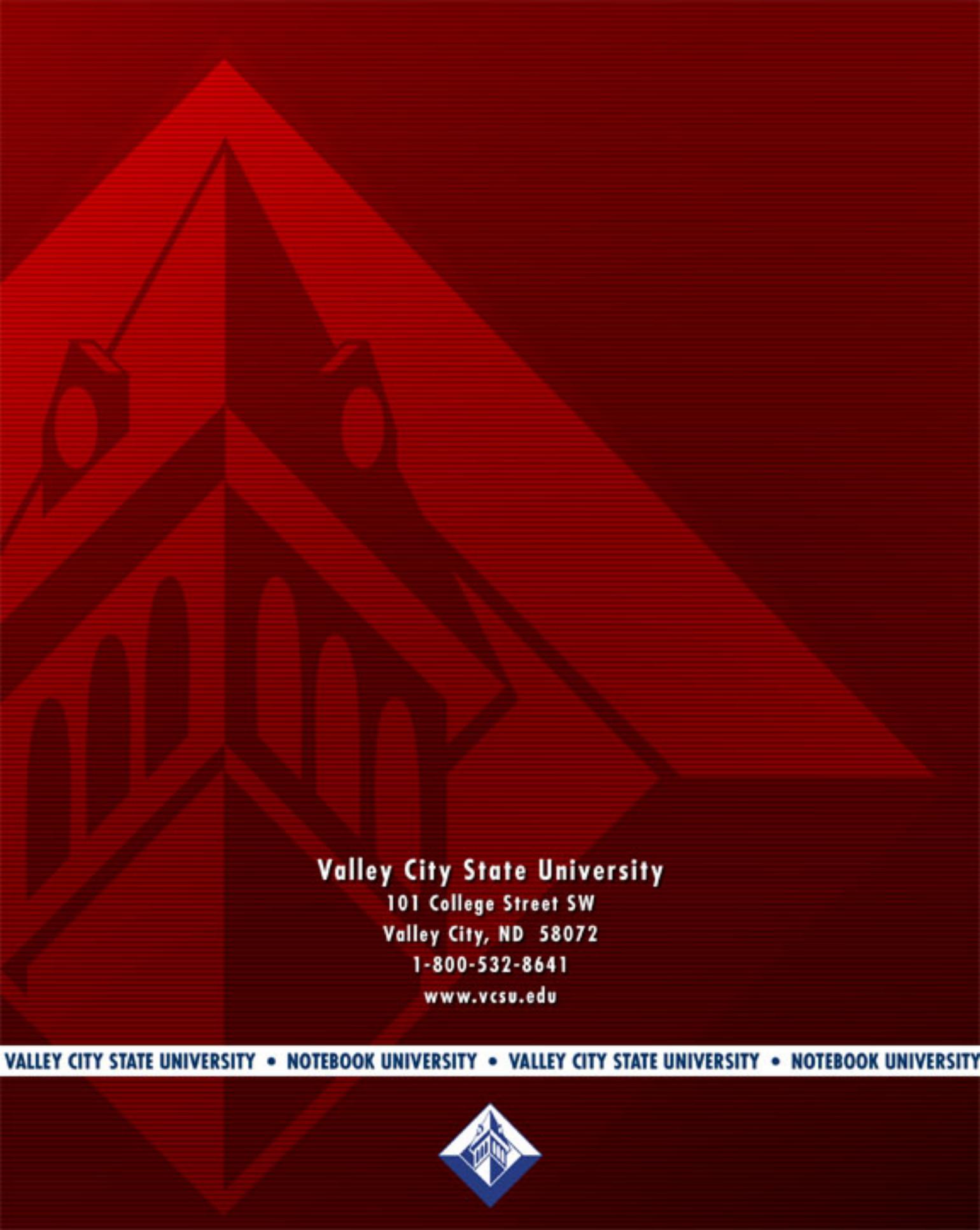
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