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Undergraduate Catalog

General Information

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Frequently Asked Questions

Where 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 (800) 532-8641, extension 7101. You may also contact Enrollment Services by email at enrollmentservices@vcsu.edu (enrollment.services@vcsu.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 as a freshman and a minimum GPA as a transfer applicant. There is no minimum ACT/SAT score required. Refer to the Enrollment Services section of this catalog (p. 11) for details.

How do I start the admission process? Are there any deadlines?
Your first step in applying to the university is to complete the application for admission. This may be done by submitting a paper application from materials received from the Enrollment Services Office, completing the online application at apply.vcsu.edu or printing off a paper application from our website. (http://www.vcsu.edu/cmsfiles/6/e0854e1b58.pdf?1455205030)
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. The $35 application fee may be paid online also or sent through the mail.

How much is it going to cost?
Your cost depends on where you come from. For complete cost structures, see the Business Office section of this catalog or go online (http://www.vcsu.edu/businessoffice).

Am I eligible for financial aid?
The first step to applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA) at fafsa.ed.gov (https://fafsa.ed.gov). VCSU’s code is 003008.

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

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

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

Do I have to live on campus?
VCSU requires all freshmen to reside on campus and be on the board plan. We have found 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 through out 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 new student orientation in the spring or summer. You will be contacted by the university to sign up for your date of preference. The fall opening activities weekend begins the Friday before the start of classes with activities ranging from Notebook Computer Distribution to social activities, floor meetings with your RA, and group events to help you feel confident on campus. The orientation program continues throughout the fall semester in your Learning to Live, Living to Learn class, which covers 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 take a short Care/Use of Notebook Computer class to learn about basic features of the notebook computer. It is recommended that students take CIS 170 Introduction to Computer Information Systems during their first semester on campus to gain the skills necessary for maximizing the benefit of the notebook in their coursework. Help Documents are also available online to provide quick learning guides for the software and network services available at VCSU.

How do I get my VCSU transcripts?
Valley City State University provides official transcript ordering online. Current and former students with online CampusConnection access may order official transcripts in Self Service. Individuals without a CampusConnection account may order directly from the National Student Clearinghouse (https://secure.studentclearinghouse.org/tsorder/faces/TOBridge).
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. So we’ve taken every effort to provide you the most current information about courses and degree requirements. Despite this effort, policies do change. That 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 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 Student Academic Services, and in the Academic Departments. 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 some suggestions to make this catalog work best for you:

Identify the department of your intended major.
Each major has a department from which the major’s specified courses are designed, approved, and taught.

Identify general education requirements.
Some refer to this as the “generals” or “basics.” All students must complete these courses. Refer to the general education section of this catalog for more details. Refer also to the section about your major to identify the specified general education requirements for your major.

Identify the coursework required for your intended major.
This information can be found on the catalog page describing your major. 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.

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

Some classes are not offered every term.
Many courses are offered alternate years or only one semester each year. 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.

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 check the financial aid section of this catalog.
Equal Access/Equal Opportunity

Valley City State University is committed to nondiscrimination in its educational policies and employment practices as required by law, specifically Title VII of the Civil Rights Act of 1964, as amended, Title I and Title V of the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, the Equal Pay Act of 1963, and Title II of the Genetic Information Nondiscrimination Act of 2008. The university has given assurance of compliance with these regulations and subsequent amendments. The university will seek prompt and equitable resolution of allegations of discrimination, or retaliation for allegations. Discrimination for this policy includes allegations relating to race, religion, color, national origin, sex (including pregnancy and nursing mothers), age, marital status, physical or mental disability, equal pay, genetic information, and of allegations relating to sexual harassment. This procedure is in compliance with state and federal regulations.

With regard to Equal Employment Opportunity, the university will implement employment practices that exceed the minimal expectations of the law.

Inquiries concerning compliance may be directed to the VCSU Office of Human Resources (Jennifer Larson, McFarland 211, 701-845-7401) or to the Office of Civil Rights, U.S. Department of Education, 1220 N. Executive Hills Blvd., 8th Floor, 07-6010, Kansas City, MO 64153-1367.

Reservation of Rights

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

Disclaimer

Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same.

Announcements contained in such printed material are subject to change without notice; they may not be regarded in the nature of binding obligations on the institutions and the state. In times of changing conditions it is especially necessary to have this definitely understood. Therefore, the State 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.

The University

Valley City State University is a comprehensive institution of higher education offering a range of academic programs leading to bachelor’s and master’s degrees. Subject areas include art, business, communication, computer systems and software engineering, education, health and physical education, language and literature, mathematics, music, science, social science, and technology.

The university’s service area centers on southeastern North Dakota, but VCSU’s 1,500 students are drawn from hometowns across the nation and around the globe. The student body spans a diverse range of ages, ethnicities, and learning objectives. VCSU makes courses and degree programs available using traditional on-campus courses, distance learning (online or interactive video), and hybrid formats that combine elements of both.

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

The scenic VCSU campus, located on the banks of the Sheyenne River in southeastern North Dakota, is listed as a Historic District on the National Register of Historic Places. The campus features a combination of beautifully restored historic buildings and modern facilities fully equipped with technology. In May 2017, the campus was named “the most beautiful college campus in North Dakota” in an article on BuzzFeed. Valley City—located less than an hour’s drive from Fargo, North Dakota’s largest city—is known for its small-town charm; the city was named “the most beautiful town in North Dakota” in an article on Expedia in March 2017.

VCSU’s long and proud history goes back to 1890 when it was founded as the State Normal School—chartered in the original North Dakota Constitution—with a mission focused on training teachers. In 1921, the school was authorized to offer bachelor’s degrees as the first major expansion of its curriculum beyond teacher education. In 1963, the school was renamed Valley City State College. In 1987, the college was renamed Valley City State University, a regional baccalaureate university of the North Dakota system of higher education. In 2005, VCSU began offering its first graduate program, a Master of Education degree. The university began offering a Master of Arts in Teaching degree in 2016.

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

The annual U.S. News and World Report college edition has listed VCSU as a “Best College” each year from 1999 through 2018, and in 2018 (along with 2012, 2013, 2016 and 2017), VCSU earned the No. 1 spot among the Top Public Regional Colleges in the Midwest in U.S. News America’s Best Colleges.
In 2018 (and 2012, 2014, 2015, 2016 and 2017), VCSU’s online graduate education program earned national rankings in the U.S. News editions of *Top Online Education Programs*. VCSU’s online Bachelor’s programs are also ranked nationally by U.S. News.

**VCSU Mission and Vision**

**VCSU Mission**

Valley City State University is a public, regional university offering exceptional programs in an active, learner-centered community that promotes meaningful scholarship, ethical service, and the skilled use of technology. As an important knowledge resource, the University offers programs and outreach that enrich the quality of life in North Dakota and beyond. Through flexible, accessible, and innovative baccalaureate and master’s programs, VCSU prepares students to succeed as educators, leaders, and engaged citizens in an increasingly complex and diverse society.

**VCSU Vision**

As an innovative university, we deliver distinctive, learner-centered experiences.

**University Purposes**

1. Deliver a quality educational experience in an engaging, innovative culture and a technology-enhanced environment.
2. Serve the best interests of our students, region, and society.
3. Lead effectively in applying information media technologies for learning.
4. Promote an appreciation of diversity and inclusion to enrich the quality of thought, discussion, and learning.
5. Award degrees in education, business, and the liberal arts and sciences.

**Core Values**

**Student-Focused**

We place students at the center of all discussions.

**Innovative**

We try new things to help create the future.

**Learning-Centered**

We develop and sustain a culture of lifelong learning.

**Collaboration**

We work synergistically to advance our mission.

**Engaged**

We actively participate in the work of the university.
Valley City State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), the National Council for the Accreditation of Teacher Education (NCATE), American Association of School Librarians (AASL-CAEP), the Commission of Accreditation of Athletic Training Education (CAATE), and the National Association of Schools of Music (NASM). The Community School of the Arts is a certified member of the National Guild of Community Schools of the Arts.

The Higher Learning Commission of the North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413

National Council for Accreditation of Teacher Education
1140 19th Street, NW, Suite 400
Washington, DC 20036

American Association of School Librarians
50 E Huron ST.
Chicago, IL 60611

Commission on Accreditation of Athletic Training Education
6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184

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

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

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

Valley City State University is a public institution registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statues, sections 13A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Complaint Compliance

Valley City State University is committed to providing a high quality educational experience, fully supported by a range of academic and administrative services. It is our intention to meet the students’ educational goals through a positive and rigorous academic experience. In an instance where the student has a concern, it may be voiced through the normal administrative procedures which include meeting with his or her academic advisor, faculty member, or the Director of Student Academic Services. If the student decides to pursue a formal complaint, the process is outlined in the Student Handbook, page 25.

To pursue state level resolution, contact Lisa Johnson at (701) 858-3494 or email (lisa.a.johnsonn@ndus.edu).

Continuing Education Online Providers

Ed2Go Courses

Ed2Go (Education To Go) is a leading provider of online continuing education—offering more than 250 non-credit online courses taught by expert instructors. Ed2Go has partnered with Valley City State University to offer these courses.

CE Credits Online

CE Credits Online is a nationwide provider of university-accredited, high-quality, standards-based, online continuing education courses that focus on improving teaching and student achievement. CE Credits Online curricula is content-rich and abundant with research-based strategies to improve classroom and school environments, to move educators to intentional best practice, and to improve student achievement. Valuable for new and experienced teachers, teams, leads, mentors and administrators (K-12).

Centers and Institutes

North Dakota University System Board-Recognized Centers and Institutes at Valley City State University

Don Mugan Career and Technical Education Leadership Center

Co-Directors: Peder Gjovik, Richard Ross

Valley City State University
McFarland Hall
(701) 845-7444
mugan.vcsu.edu

The mission of the Don Mugan Career and Technical Education Leadership Center is to recruit and retain high quality teachers and administrators in career and technical education in the state of North Dakota. The center supports career and technical education by providing training for new teachers in the field, as well as providing professional development opportunities to retain and keep our CTE teachers and administrators current in their professions.

Great Plains STEM Education Center

Director: Jamie Wirth

Valley City State University
Rhoades Science Center 132
(701) 845-7734
stem.vcsu.edu

The Great Plains STEM Education Center’s goal is to bring North Dakota to the forefront of STEM education.

The center’s role is to provide leadership, professional development for teachers and administrators, documentation of STEM education competence
through endorsements that appear on licenses and certificates that appear on transcripts, promote student competitions, and connect with the larger community.

**Prairie Waters Education and Research Center**

**Director: Andre DeLorme**

11810 51st Street SE  
Kathryn, North Dakota 58049  
(701) 845-7570  
www.vcsu.edu/prairiewaters/ (http://catalog.vcsu.edu/undergraduate-catalog/general-information/centers-institutes/www.vcsu.edu/prairiewaters)

The Prairie Waters Education and Research Center provides environmental education opportunities on water issues for K-12 students, college students, teachers and natural resource professionals in North Dakota. In addition it provides research opportunities for VCSU students.

The center is located in the former Kathryn School in Kathryn, North Dakota, approximately 20 miles south of Valley City.

**Articulations**

VCSU has agreements with a variety of schools throughout North Dakota. Students can often complete their two-year degrees and articulate courses to fulfill earning a four-year degree at VCSU. A complete list of agreements can be found at [http://www.vcsu.edu/academics/articulation/](http://www.vcsu.edu/academics/articulation/). Some of the agreements include the following:

**Career and Technical Education Articulations**

VCSU has agreements with the following colleges for the purpose to facilitate credit transfer and provide smooth transition from one related degree program to another:

- North Dakota State College of Science
- Lake Region State College

**Bottineau (DCB) Nursing Program**

VCSU has an agreement with the Dakota College at Bottineau through the Dakota Nursing Program that allows students to earn their Practical Nurse (PN), Associate Degree Nursing (ADN) or Registered Nurse (RN) titles right here in Valley City. Under the program, VCSU’s pre-nursing curriculum provides the coursework for these students to meet their general education requirements, and they receive their classroom instruction in nursing via Interactive Video Network (IVN) from Dakota College at Bottineau. Clinical practice opportunities for these students are available through healthcare providers located in Valley City including the Sheyenne Care Center and Mercy Hospital.

**AAS at VCSU**

In collaboration DCB, VCSU students may complete the following AAS degrees: Caregiver, Medical Assistant and Paraeducation.

**Bridges Program**

The Bridges Program is a collaborative program offered by Dakota College at Bottineau (DCB) and Valley City State University (VCSU).

This program is available to students who are not eligible for admission at VCSU but want to attend college, pursue a four-year degree, and remain in the Valley City area. These applicants can apply to the Bridges program where they become DCB students located on the VCSU campus.

After the completion of 24 credits, the students will then transfer to VCSU and complete a four-year degree.

**NDSU Elementary Education**

VCSU partners with North Dakota State University in delivering its Elementary Education programs in Fargo.

**Universidad Autónoma de Baja California Sur (LaPaz) Sister University**

Students may spend a semester or more studying and improving their Spanish language skills at this university.

**UND Bridges—Bridge to Master’s**

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

**Wyoming Community Colleges Education Programs**

In 2008, VCSU signed an articulation agreement with Northwest College (Powell, WY) that offers students in Wyoming the opportunity to complete VCSU’s Elementary Education, Technology Education, English Education and History Education degree programs via distance learning. The agreements address an unmet demand for Elementary, English and History Education degree opportunities throughout the state.

An Associates in Arts or Science will transfer as a block fulfilling all General Education Requirements.

Other Wyoming Community Colleges partnering with VCSU include Casper College, Central Wyoming College, Eastern Wyoming College, and Laramie County Community College.

**Northern Information Technology Consortium (NITC)**

The following colleges agree to collaborate on the exchange and delivery of information technology (IT) courses and degrees: Dakota College at Bottineau, Lake Region State College, Turtle Mountain Community College, Valley City State University, and Williston State College.
Undergraduate Admissions

Office of Enrollment Services
McFarland Hall 2nd Floor 218

Director
Charlene Stenson
(800) 532-8641 extension 37105
(701) 845-7105

Office Manager/Transfer Specialist
Bridget Blunck
(800) 532-8641 extension 37112
(701) 845-7101
www.vcsu.edu/enrollmentservices/

Undergraduate Application Procedures

Applicants are admitted to study at Valley City State University on the basis of academic and personal qualifications, consistent with the admission policies established for all public colleges and universities in the state.

Students not meeting these guidelines will be evaluated on an individual basis.

Freshman Students

A first-year student is one who has not attended a postsecondary institution after having graduated from high school.

Guidelines
1. High school GPA (unweighted) 2.00 on a 4.00 point scale
2. Composite ACT score of at least 18 or SAT critical reading and math score of at least 860
3. College Preparatory Core Courses completion
   a. 4 units of English
   b. 3 units of Math above Algebra I
   c. 3 units of Lab Science
   d. 3 units of Social Science

If you are 25 years or older on the first day of classes, you are exempt from these requirements. It is highly encouraged that if you have ACT/SAT scores, you submit them to Enrollment Services for proper placement into math and English courses.

Process

Students must submit the following:
1. A completed application for admission at www.apply.vcsu.edu.
2. A non-refundable fee of $35.
3. Official high school transcript or proof of successful completion of the General Education Development Test (GED).  
4. Verification of MMR and Meningococcal immunization records.
   a. Presenting proof of two doses of measles, mumps, and rubella vaccine no less than 1 month apart.
   b. Presenting proof of a positive serologic test for measles.
5. Official results of the American College Test (ACT) or Scholastic Aptitude Test (SAT) test scores (unless the applicant is 25 years or older). The ACT writing test is not required.

6. Official College Transcripts if the student took course work at colleges or universities while enrolled in high school. To be considered official, the transcript must be sent directly to VCSU from the issuing institution. Transcripts can be sent at the completion of all college course work and are not necessary to make an initial admission decision.

If you took the GED in 2014 or later, you must have an overall GED score of 150 as well as a score of 150 on each subset test. If you took the GED prior to 2014, all GED subset scores must be at least 410 with an overall score of 500 or higher.

Exceptions to this policy may be granted for medical reasons (certified by a licensed physician) or religious or philosophical objections (a form is available from Enrollment Services). This policy applies to all students, except online students. For on-campus students, the report must be on file with Enrollment Services in order to be officially admitted.

Transfer Students

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

Guidelines

1. Be in good standing (not on dismissed or suspended status) at the most recent institution attended
2. Have a minimum cumulative GPA of 2.00 on a 4.00 scale
3. Exceptions to this policy may be granted for medical reasons (certified by a licensed physician) or religious or philosophical objections (a form is available from Enrollment Services). This policy applies to all students, except online students. For on-campus students, the report must be on file with Enrollment Services in order to be officially admitted.

Process

2. A non-refundable fee of $35.00.
3. An official transcript of all previous academic work from each institution attended by the applicant. Transfer credits are evaluated by the Registrar’s Office and are available to review by signing into campus connection (student portal). Students may contact the Department Chair or Dean if clarification is needed.
4. Verification of immunization (MMR & Meningococcal). See item four under process for Freshman (p. 11) students.
5. An official copy of the high school transcript or GED results (see Freshman (p. 11) section for GED details). This is not required of applicants who have completed 24 or more semester (36 quarter) hours of transferable credit.
6. Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT). This is not required of applicants who have completed 24 or more semester (36 quarter) hours of transferable credit.

Transfer applicants who do not meet these requirements may be evaluated on an individual basis.

Canadian Students

Canadian students need to submit the following:

1. A Financial Certification Form, which shows proof of finances available for study in the United States. The form can be found online at www.vcsu.edu/international.
2. A $100 non-refundable tuition deposit. The tuition deposit is applied to the student’s account.
3. An International Express mail fee for the I-20 to be issued for successful border crossing.

The Western Hemisphere Travel Initiative (WHTI) requires all travelers to and from the Americas, the Caribbean, and Bermuda to have a passport or other accepted document that establishes the bearer’s identity and nationality to enter or re-enter the United States. For the latest regulations, go to www.vcsu.edu/international.

In addition, Freshman and Transfer applicants from Canada should follow the applicable requirements outlined for their student type.

International Students

International students need to submit the following, including required deposits, by the dates below:

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

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

Process

1. A completed application for admission at www.apply.vcsu.edu.
2. A non-refundable fee of $35 (USD).
3. Verification of immunization (MMR & Meningococcal). See Freshman section for details.
4. Official Test Scores from TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score on the paper-based test (PBT) is 523, 68 for the internet-based test (iBT), or 6.0 for the international English Language Testing System (IELTS). Scores must be set directly from the testing center to Valley City State University. Information on the TOEFL can be found at www.ets.org (http://www.ets.org).
5. Official academic transcript used for admission purposes or for the evaluation of credit to be transferred must be translated into English and must be official records bearing a signature of the appropriate official from the institution and the institution’s seal.
   a. The evaluation firm approved for VCSU is WES (World Education Services). The Comprehensive Course by Course Report is required and it is the student’s responsibility to pay the required fee for this service. Details and instructions can be found at www.wes.com.
6. Students seeking credit for transfer work from a United States institution must complete the following:
   a. Have official academic transcript sent directly to the Office of Enrollment Services from all U.S. institutions previously attended.
   b. Complete the VCSU Supplemental Information Form for International Transfer Applicants (to be completed by the applicant’s present or most recent foreign student advisor).
   c. Meet all admission requirements and demonstrate maintenance of immigration status at the previous school.
   d. Request that the institution most recently attended complete the transfer requirement within SEVIS.
7. Proof of finances available to meet all educational, living, and travel expenses for the entire period of time the student attends the University including vacation periods.
   a. The VCSU International Student Financial Statement must be completed.
   b. Official documents indicating regular income and/or an account balance of the most recent six months supporting the amounts listed on the financial statement.
8. Pay a $100 non-refundable tuition deposit (the tuition deposit is applied to the student’s account).
9. All international students (except citizens from approved countries providing a national health plan) are required to purchase the health insurance policy specified by the state of North Dakota. The premium cost will be added to the student’s fees at the time of registration.
10. Copy of passport.
11. Pay an International Express mailing fee for the I-20 to be issued.

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

**Non-Degree Students**

A non-degree student does not intend to earn a degree from VCSU but would like to enroll in (a) course(s). A non-degree applicant requires the following:

**Process**

2. A nonrefundable fee of $35

Non-degree students are NOT eligible for financial aid programs.

A maximum of 16 credits may be taken as a non-degree student, at which time the student must apply as a freshman or transfer student in order to take additional courses.

Non-degree status should not be confused with being deciding nor be used as a method to avoid admission requirements of any other admit type.

**Early Entry Students**

Early Entry allows high school students to take courses at VCSU while completing their high school graduation requirements. Students who are in their sophomore year of high school and have earned a cumulative grade point average of 3.00 or higher are ideal candidates for the program.

The following materials must be submitted to the Office of Enrollment Services:

2. A non-refundable fee of $35 (this fee will not have to be paid again at the time of freshman application)
3. A completed Early Entry Form, which includes a recommendation from the high school principal as well as permission from a parent or guardian (the form can be found online at www.vcsu.edu/enrollmentservices)

**Returning Students**

If a student has been away from VCSU for one regular semester or more they must submit:

1. A completed Returning Student form (which can be found at www.vcsu.edu/registrar).
2. A $35 application fee if the student did NOT pay the fee previously.
3. Official transcripts must be provided if the student has attended one or more colleges since leaving VCSU.

**Dakota College Programs at VCSU**

VCSU has partnered with Dakota College at Bottineau to offer several associate degree and college preparation programs on the VCSU campus. The opportunities created by this partnership are an ideal solution for working adults in the Valley City area who would like to earn a degree around their busy schedule.

Associate degrees can be completed in two years and provide the skills necessary for specific career areas, so they are a great fit for students looking to earn a credential that lands them a challenging and rewarding career.

General education courses taken through either campus will count toward a degree plan at both campuses.

**Bridges Program**

The Bridges Program is a collaborative program offered by Dakota College and Valley City State University for students who are not eligible for admission at VCSU but want to attend college, pursue a four-year degree, and remain in the Valley City area.

Students apply to DCB to become a part of the Bridges Program. After the completion of 24 credits and required GPA, the students will then transfer to VCSU and complete a four-year degree. To learn more about the Bridges Program visit www.vcsu.edu/bridges.

Bridges Program students can fully participate in VCSU’s student life, housing, dining services, organizations, facility usage and activities (excluding varsity sports). This strengthens students’ academic foundation to help them succeed in a four-year setting.

**DCB Academic Programs**

**Caregiver Services (A.A.S./Diploma)**

The Caregiver Program has two options. The CHILD option (diploma) focuses on services for children, and the ADULT option (A.A.S.) focuses on services for the elderly and disabled.
Medical Assistant (A.A.S.)

Medical Assistants are multi-skilled professionals who work in health care settings and perform administrative and clinical procedures.

Practical Nurse (Certificate)

This program prepares students to take the state board exams to become a licensed practical nurse (LPN).

Associate Degree Nurse (AND)

This program prepares students to take the state board exams to become a Registered Nurse (RN).

Paraeducation (A.A.S.)

Paraeducators are employed as teacher assistants in early childhood, special education, elementary and secondary schools.

Associate in Science/Associate in Arts (A.S./A.A.)

An Associate Degree is an undergraduate award typically conferred by a two-year college. However, through an accommodating and innovative arrangement, a four-year university like VCSU and a two-year college like DCB cooperate to offer the Associate Degree where availability previously did not exist. Such is the case with this unique VCSU/DCB collaboration. The Associate of Science and the Associate of Arts Degrees prepare students to transfer to an upper level Bachelor Degree program.

Steps to Enroll in a DCB Program

2. Submit a $35 application fee to: Dakota College at Bottineau, 105 Simrall Blvd., Bottineau, ND 58318
3. Submit the following records: immunization records (MMR), ACT, COMPASS, or Accuplacer test scores.
4. Submit the VCSU housing application and $50 deposit fee to the VCSU Housing Office.

For general information on DCB programs at VCSU, visit www.vcsu.edu/bridges.

Business Office

McFarland Hall 2nd Floor 215

Vice President for Business Affairs

Wesley Wintch
(800) 532-8641 extension 37234
(701) 845-7234
FAX (701) 845-7247
www.vcsu.edu/businessoffice/

Tuition and Other Fees

Valley City State University charges tuition per credit hour, based on resident status. Mandatory fees also are charged per credit hour, capping at 12 credits. Students enrolled in online courses are charged online tuition and mandatory fees per credit hour. For an estimate of charges, go to our Net Price Calculator (http://www.vcsu.edu/businessoffice/vp.htm?p=233).

All financial obligations with the university must be paid on or before the due date at the beginning of each semester unless payment arrangements have been approved by the Business Office. A student who has not paid in full or set up an arrangement with the Business Office by the due date may be withdrawn for nonpayment. VCSU enrolled students may view their account balance and activity by accessing the VCSU website, clicking on the Campus Connection link, and entering their user ID and password. Since Valley City State University is a state-supported institution governed by the State of North Dakota, tuition and fees are subject to change by the Board of Higher Education or by the State Legislature at any time.

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

Residency Requirements for Tuition Purposes

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

North Dakota

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

1. A person whose custodial parent(s) or guardian have been legal residents of North Dakota for 12 months immediately prior to the beginning of the academic term;
2. A person 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. A person who graduated from a North Dakota high school;
4. A full-time active duty member of the armed forces or a member of a North Dakota national guard unit;
5. A spouse or a dependent of a full-time active duty member of the armed forces or a member of a North Dakota national guard unit.
6. A spouse or dependent of an employee of any institution of higher education in the state;
7. The spouse of any person who is a resident for tuition purposes;
8. Any other person who was a legal resident of this state for at least three consecutive years within six years prior to the beginning of the academic term;
9. A child, spouse, widow, or widower of a veteran as defined in NDCC section 37-01-40 who was killed in action or died from wounds or other service-connected causes, was totally disabled as a result of service-connected cause, died from service-connected disabilities, was a prisoner of war, or was declared missing in action.

**Minnesota**

Residents of Minnesota and their dependents may attend a North Dakota state institution of higher learning and pay a special tuition rate that is lower than the normal non-resident rate. A student who has graduated from a Minnesota high school within the previous twelve months prior to the first term of enrollment will automatically be granted reciprocity status and will NOT be required to complete the reciprocity application process if the student’s state of residence coincides with the high school state and the student provides an official high school transcript. All other students will be required to file a reciprocity application. Students may apply for Minnesota reciprocity online at www.ohe.state.mn.us/ssl/reciprocity/apply1.cfm (https://www.ohe.state.mn.us/ssl/reciprocity/apply1.cfm). Paper forms are available from the Enrollment Services Office and must be sent to: Minnesota Higher Education Coordinating Commission, 901 Capitol Square Building, 550 Cedar Street, St. Paul, MN, 55101. Students who participated in the reciprocity program and have earned credit in the previous 12 months will not have to reapply.

**Contiguous States/Provinces**

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

**Western Undergraduate Exchange Program**

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

**Midwest Student Exchange Program**

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

**Non-Resident**

Any student less than 18 years of age, or any dependent student 18 years of age or older, whose parents or guardian reside outside the state of North Dakota and are not residents of any of the above states or provinces, is not considered to be a resident of the state of North Dakota.

**Dependents of Alumni**

The State Board of Higher Education has enacted a Tuition Incentive Program for non-resident dependents and spouses of graduates of North Dakota’s 11 public colleges. This Tuition Incentive Program allows undergraduate students who are dependents or spouses of graduates of North Dakota’s 11 public colleges to attend a North Dakota University System college at 150 percent of the North Dakota resident rate. A graduate for this program is someone who has earned an associate, baccalaureate, master’s, specialist, or doctoral degree from one of the North Dakota University System colleges. A dependent is defined as someone who was claimed on the most recent federal tax return as a dependent of the graduate. Students from states included in other tuition reduction programs will be charged the lower of the two rates.

**Refund Policy**

Tuition refunds will be made according to the refund schedule to students who officially withdraw from the University. Requests for official withdrawal are made through the Office of Student Academic Services. Students receiving financial aid must also contact the Director of Financial Aid to develop a repayment plan. The refund is defined as the difference between the amount paid towards institutional charges (including financial aid and/or cash paid) and the amount the school can retain under the appropriate refund policy.

Refunds will be calculated on a percentage basis up to the 60 percent point in the semester. Please view our refund schedule and policy online at our Drop & Withdrawal Refunds (http://www.vcsu.edu/businessoffice/vp.htm? p=1036) page.

This Refund Schedule is subject to change at any time.

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

Valley City State University has a traditional meal plan. Students enter into a contract in which they can choose from one of four different plans. A student shall receive a refund of the remaining balance of his/her flexible spending account and a prorated refund of their meal plan upon withdrawal through week 15.
Valley City State University makes every effort to provide financial assistance to eligible applicants through grants, loans, scholarships, employment, and other student aid programs. A student applying for financial aid at Valley City State University is considered for a variety of federal, state, or institutional programs. Applications are evaluated to determine the individual need of the students and awards are made with careful adherence to federal, state, and institutional guidelines. Complete descriptions of all programs, requirements, and qualifications are available online at www.vcsu.edu/financialaid.

Financial Aid from Valley City State University is redetermined annually.

Application Period and Deadline
The application period for 2018-2019 begins on October 1, 2017. To ensure first consideration for available funds, application materials must be received by the Office of Financial Aid by March 15. Application materials received after March 15 will receive full consideration if financial aid funds are available. In order to apply for federal financial aid, applicants should first complete their 2018-19 FAFSA at fafsa.ed.gov (https://fafsa.ed.gov).

Eligibility
In order to be considered for federal financial aid, students must be in a degree-seeking program in which they declare a major/minor. Students not in a degree-seeking program may qualify for alternative loans from private lenders on a case-by-case basis.

Once enrolled, all students must be in compliance with Satisfactory Academic Progress as explained in the policies on the VCSU Financial Aid website at www.vcsu.edu/financialaid.

Collaborative/Consortium Enrollment
Due to scheduling issues, many students pursuing a degree from VCSU find it convenient at times to take a required course (or courses) from another college/university. All students enrolling collaboratively or by a Consortium Agreement, must also be enrolled for a minimum of one VCSU course per semester. Students enrolled collaboratively (within the 11 ND state institutions) must complete the enrollment process at www.vcsu.edu/registrar/ (http://www.vcsu.edu/registrar/vp.htm?p=671). Students enrolling by Consortium Agreement (with institutions outside of the ND public university system ) must file the appropriate Consortium Agreement found at www.vcsu.edu/documents/.
Information Technology

Rhoades Science Center 117
technologyservices.vcsu.edu/
Chief Information Officer
Joseph Tykwinski
joe.tykwinski@vcsu.edu
(800) 532-8641 extension 37330
(701) 845-7330
FAX (701) 845-7349

Technology Service Desk
(Start here for all technical issues and service requests)
technology.services@vcsu.edu
(800) 532-8641 extension 37340
(701) 845-7340
technology.services.vcsu.edu/

Technology Service Desk—Technical Support
The VCSU Technology Service Desk, located in Rhoades Science Center 117, provides technical support for computers, computer networking, classroom presentation equipment, cameras, printers, telephones, online "enterprise" applications, and interactive video classroom services. The full-service VCSU Technology Service Desk is available for phone and walk-in support approximately 9 hours per day, Monday-Friday. A North Dakota University System Help Desk provides additional phone support 24 hours per day, 7 days per week.

Viking Card
The Viking Card is the official VCSU ID card. The card is not necessary for strictly off-campus and distance learners. The card is required on-campus to access events and selected doors; track meal plans and discretionary dining dollars; checkout library materials and technology items. It may be used to make purchases at the business office, bookstore and other locations. A Viking Card website allows students and parents to add value to the card and students can use the website to monitor card balances and to immediately disable a lost or stolen card. User identity must be verified in person by a VCSU employee when the Viking Card is issued.

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

Online Learning Management System
All VCSU classes use an LMS (Learning Management System) to enhance student learning. The LMS includes tools for course handouts, announcements, group and private discussions, test administration, internet links, and delivery of course content. The typical classroom course uses one or more of the tools, while totally online classes use all of the available tools.

An internet link to each online course a student is registered for automatically appears within the student's personal web portal.

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

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

Software Licensing and Distribution
VCSU obtains institutional site licenses for a variety of professional software. Microsoft Office 365 is available to all employees and all registered students. Office 365 includes online file storage, email/calendar and free download of Microsoft software, including Word, PowerPoint, Excel and many other titles. Other software is distributed to users based on the unique needs of learners and courses. The software is professionally installed on University owned computers, or it may be accessed via an internet connection to special VCSU servers that host and execute the software.

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

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

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

Notebook Computers
Every full time, on-campus student is issued a notebook computer for the entire semester. Every student enrolled in the VCSU elementary education program at the NDSU campus, regardless of part time or full time status, is
issued a notebook computer for the entire semester. A student’s major(s) declared and on record within Campus Connections will dictate whether a Mac or a PC is issued. A list of majors and their designation as Mac or PC is available on the Technology Services web site.

Depending on the amount of technology fee paid as part of normal course registration, some part time and off-campus students qualify to receive a notebook computer on a full time basis at no extra charge. If they do not qualify under the no-additional-fee provision, part time students may elect to pay an additional fee in order to have a computer issued to them on a full-time basis. The rules and process for full-time computer access by part time students is available at the VCSU Technology Service Desk or online (http://www.vcsu.edu/documents/policymanual/vp.htm?p=450) 

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

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

All users participating in the notebook initiative get new computers every 24–36 months, and software is upgraded at least annually. Notebook computer access includes Microsoft Office (Word, PowerPoint, Excel), video-production, and antivirus software; a computer carrying case; and a computer-exchange service in case of damage or corruption. All VCSU graduates participating in the notebook computer initiative have the option to purchase the computer at the end of each lease.

**Effects of World-Class Technology**

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

**On-Campus IT Services**

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

**Smart Classrooms**

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

**Network Connections**

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

**IT Equipment Checkout**

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

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Student Affairs Office

McFarland Hall 2nd Floor 209

Vice President for Student Affairs

Peter D. Smithhisler
pete.smithhisler@vcsu.edu (pete.smithhisler@vcsu.edu)
(800) 532-8641 extension 37300
www.vcsu.edu/studentservices/

Assistant

Amber Olson
amber1.olson@vcsu.edu (amber1.olson@vcsu.edu)
(800) 532-8641 extension 37301
(701) 845-7301

Our goal in the Division of Student Affairs is to help students get connected to Valley City State University. At VCSU, through innovation and so

Student Affairs provides important resources and services to the VCSU community. Enrollment Services, Financial Aid, Student Health, Multicultural Programs and Diversity Services, Career Services, Counseling Services, Campus Activities/Program, Residence Life, Family Programs, and New Student Orientation are just some of the programs within the Division of Student Affairs.

At VCSU, we want the community to feel like a second home, and we want to help students maximize the learning that occurs during their academic career. Through the many opportunities for engagement, leadership development, and living environments that are offered at VCSU, students will make the successful transition to college and thrive as they discover new things about themselves in this amazing learning community.

Summer Orientation is a program coordinated through Student Affairs. The community comes together to welcome new students and families to the Viking family. This program is an important beginning to the collegiate experience, and we encourage all new students to take part in it. During the orientation, new students are connected to the Viking experience via engaging programs and connections to current students. In addition, students meet with their academic advisor to register for their first semester of classes.

We pride ourselves on being an inclusive community. Students should turn to any staff in Student Affairs should they need anything including help with transitions, someone to listen, and to express any concerns.

Student Center

Student Center/Student Activities

(800) 532-8641 extension 37122
(701) 845-7122
www.vcsu.edu/studentcenter/

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

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

Information Desk

The Student Center Information Desk serves as the Campus Residence Life office, Student Center Administrative office and the University Information Center. In addition, the Information Desk provides a lost and found service, schedules meeting rooms, and administers the university identification card system and campus vending operation. Students wishing to cash checks may do so at the Information Desk.

Recreational Facilities

The Student Center game room is equipped with pool, ping-pong, and foosball.

Identification System

The Valley City State University Identification System, the Viking Card, is also operated by the Student Center Information Desk. All students have identification cards processed at the time of first enrollment at VCSU. The card is used during the student’s entire period of enrollment at Valley City State University. The Viking 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 a number of university functions. Identification cards are not transferable and may not be altered or duplicated. Students must report lost, mutilated, or stolen cards promptly to the Student Center Information Desk.

Sodexo Food Service

(701) 845-7131

The Valley City State University Food Service Department is managed by Sodexo Food Service. Meals are provided in the cafeteria and the Viking I. The menus contain an unlimited seconds program with numerous built-in trendsetters and specials. The board contract is required of all residence hall students. Questions regarding the food service should be referred to the Food Service Director or by going online to www.vcsudining.com (http://
www.vcsudining.com. Students may wish to inquire at the Food Service Office regarding special food service plans for commuters.

**Bookstore**
(701) 845-7141
bookstore.vcsu.edu

The Bookstore, located on the main level of the Memorial Student Center, carries a variety of office supplies, computer supplies, giftware, and apparel. Textbook and book buyback policies are managed by the Bookstore. The textbook area is located in the lower level of the Student Center. Questions or comments should be directed to the bookstore manager (todd.rogelstad@vcsu.edu).

**Mail Service**

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

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

Any questions regarding mail services should be directed to the Bookstore (jennifer.richman@vcsu.edu).

**Student Activities**

www.vcsu.edu/vikinglife/

Student activities are sponsored by the Viking Campus Activities Board (VCAB), a student group of volunteers who organize events on campus.

With those VCAB activities, more than 30 student organizations and honor societies, and intramural sports from golf to volleyball, there’s always something going on. And if there’s an organization that we don’t have, you can form it; there’s bound to be other students interested in the same thing.

One of the biggest challenges you’ll face is how to balance all of the fun of extracurricular activities with the hard work and fun of your academic coursework.

**Student Government**

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

**Fraternities and Sororities**

EBC
Philomathian

**Honor Societies and Special Interest Clubs**

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

American Fisheries Society Student Sub Unit
Ag Club
Alpha Lambda Delta
Athletic Training Club
DECA
English Club
Human Services/Psychology Club
Inter Fraternity-Sorority Council (IFSC)
Kappa Delta Pi Zeta
Kinesiology and Human Performance
Love Your Melon
National Association for Music Education
National Society of Leadership and Success
Native American Culture Club
Newman Club
Open Studies Art Club
Phi Alpha Theta/History Club
Pre-Professional Club
Spanish Club
Student North Dakota United - Education
Student Nurse Organization
Table Top Club
University League of Legends Club
VCSU ACM Student Chapter
VCSU Shape
VCSU Student Chapter of the Wildlife Society
Viking Ambassadors
Viking Club Tennis
Vikings For Christ/FCA

**Student Government**

www.vcsu.edu/vikinglife/studentgovernment/studentsenate/

**VCSU Student Senate**

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

**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. University fees support 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/
VCSU Viking Campus Activities Board (VCAB)

VCAB is the governing body of student-related campus activities including dances, coffee-house performers, game nights, casino night, comedians, speakers and many other student oriented activities. VCAB is responsible for formulating and executing broad social, recreational, and cultural programs. VCAB works with the Student Senate and the Student Activities Director to identify needs and policies within the student body. VCAB is funded through the Student Senate Finance Commission. The officers of VCAB consist of a President, Vice President, Secretary, up to ten governors, and volunteers. The Board meets on a weekly basis throughout the nine month academic year. Meeting times are posted in the Student Center and are open to all VCSU students.

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 and field turf, 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. The men compete at the varsity level in football, basketball, baseball, golf, track, and cross country. Varsity sports for the women include volleyball, basketball, softball, golf, track, and cross country. 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, and golf. Competition is also fostered between regional universities. All students and staff are encouraged to participate. Co-ed activities are sponsored in most activities. Visit the intramural website at www.vcsu.edu/vikinglife/intramurals.

Cultural Activities

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

Art

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

International Opportunities

VCSU has two sister universities—the Universidad Autónoma de Baja California Sur, La Paz, Mexico, and Zhejiang Economic & Trade Polytechnic, Zhejiang, China. 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 La Paz it is essential to have basic ability in conversational Spanish. It is also possible to do student teaching or teaching practicums abroad.

Theatre

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

Medicine Wheel Park

The park began in 1992 as a project of the astronomy classes at the university and soon expanded beyond the walls of the classroom to involve the community. The park, located on the hilltop immediately south of the main campus, features a horizon solar calendar called the Medicine Wheel with six long spokes extending well beyond the 213 foot main circle. They are aligned to the positions of sunrises and sunsets on the first days of the four seasons.

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

Music

The Valley City State University Music Department Music presents approximately 50 solo and ensemble performances annually for the campus and community. Music ensembles include the Concert Choir, University Singers, Valkyries, Concert Band, Athletic Pep Band, Jazz Ensemble, Percussion Ensemble, Garage Band, and numerous small chamber ensembles. These groups are open to all students.
Planetarium
Visit the famous room on campus where the stars shine during the day, even when it’s cloudy. Take the opportunity to get acquainted with the VCSU Planetarium, located on the third floor of Rhoades Science Center. The facility features a Spitz Space System 512 Planetarium, which can demonstrate many astronomical principles and model the solar system, star constellations, and other celestial entities. The planetarium has numerous shows, and reservations for groups can be arranged by calling the Science Department. Make sure you experience the magic of this special place.

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

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

Student Support Services
Career Services
Vangstad 020
(800) 532-8641 extension 37534
(701) 845-7534
www.vcsu.edu/careerservices/

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

Interest testing for deciding students is available throughout the year. Students are encouraged to visit the Career Services web site at www.vcsu.edu/careerservices/ for information on careers, jobs, campus events, and more.

Counseling Services
McFarland Hall 424
(800) 532-8641 extension 37424
(701) 845-7424
www.vcsu.edu/counseling/

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

Children’s Center
Mythaler Hall
(701) 845-1108

Community Action Region VI Head Start provides services to six counties. Stutsman and Barnes counties are served by the center as well as Home Base Head Start. Both options provide a comprehensive early childhood experience involving health, nutrition, education, family services, and parent involvement. In the center option, children will come into the center on a daily basis. Children must be between the ages of 3–5. An application process determines eligibility. Services are free for those who qualify. Transportation is provided within city limits. Tours of the facility are given upon request. For an application or more information call (701) 845-1108.

Health Services
Mythaler Hall, First Floor
(800) 532-8641 extension 37212
(701) 845-7212

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

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

The University Health Service is located on the first floor of Mythaler Hall.

Student Code of Conduct
The Student Code of Conduct is published annually in the VCSU Student Handbook. The basic responsibility for student disciplinary actions rests with the Vice President for Student Affairs; the Vice President for Academic Affairs is responsible for cases of academic misconduct. University disciplinary action may include the following: verbal or written reprimands, monetary penalties, loss of university privileges, loss or denial of academic credit, academic or social probation, academic or social suspension, expulsion from the University. Decisions concerning the imposition of penalties are the primary responsibility of the Vice President for Student Affairs or the Vice President for Academic Affairs. In the administration of university discipline, students are accorded the protection of due process. Decisions may be appealed as outlined in the VCSU Student Handbook (http://www.vcsu.edu/cmsfiles/139/c5b0610f3f.pdf).
Campus Housing

McFarland 209
(800) 532-8641 extension 37728
(701) 845-7728
http://www.vcsu.edu/housing/

VCSU Required Housing Policy

All full time, first-time freshman students are required to reside on campus and be on a board plan for a period of one full academic year or two full semesters. In addition all new students, under the age of 21, that will reside in VCSU Housing must provide documentation of immunity against meningococcal disease in accordance with the North Dakota State Board of Higher Education policy on immunizations. The policy provides for exemptions upon application under established campus procedures if: (a) immunization is contraindicated by a medical condition; or (b) a student’s beliefs preclude participation in an immunization program.

The only exceptions to this policy are as follows:

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

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

Student Apartments

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

Residence Halls

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

Academic Affairs

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- Registration and Records (p. 30)
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- General Education (p. 28)
- Degree Requirements (p. 26)
- Student Academic Services (p. 34)
- Student Privacy and Educational Records (p. 34)

Academic Affairs Offices

Academic Affairs

McFarland Hall 2nd Floor 213
M. Margaret Dahlberg, Ph.D., Vice President for Academic Affairs
(800) 532-8641 extension 37200
(701) 845-7200
Assistant
Jody Henjum
jody.henjum@vcsu.edu
(800) 532-8641 extension 37202
(701) 845-7202
FAX: (701) 845-7104
academic.affairs@vcsu.edu
www.vcsu.edu/academicaffairs/

As Chief Academic Officer of Valley City State University, the Vice President for Academic Affairs is responsible for fostering, encouraging, supporting and implementing academic strategies that advance student learning. Duties of the Vice President for Academic Affairs include overall responsibility for the curriculum, the academic budget, faculty and academic support staff, academic policy, and grants, while promoting an environment of innovation, entrepreneurship and customized learning.

The VPAA reports to the President and leads a team of department chairs, program directors, faculty and student leaders toward achieving the goals of teaching and learning in the digital environment.

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

Registrar’s Office

McFarland Hall 2nd Floor 219

Jody Klier, Registrar
(800) 532-8641 extension 37295
(701) 845-7295
FAX: (701) 845-7299
registrar@vcsu.edu
www.vcsu.edu/registrar/
Additional Credit Opportunities

VCSU accepts credit through the following additional activities:

- Transfer credit—credit completed at another campus and transferred to the VCSU degree program.
- Early entry—credit for college coursework complete as a high school student.
- Credit by examination (using national tests) or by course challenge (for courses that do not have a national exam).
- Credit for life and work experience (PLA)—credit the connects learning received from life and work to the VCSU degree.
- Credit for military experience
- Internships
- Project 65—audit opportunities for people age 65 and older.

Please click on the appropriate tab (above) for more information about each of these opportunities.

Transfer Credit

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

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

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

Limitations on Transfer Credit

Developmental Credit

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

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

**Credit by Examination or Life Experience**
Credit earned by institutional examination or life experience is not accepted for transfer.

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

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

The North Dakota University System (NDUS) General Education Requirement Transfer Agreement (GERTA) was developed to assist students who transfer within the NDUS. This agreement states that students who transfer to a NDUS institution after completing their general education coursework at any other NDUS institution will be deemed to have met all lower division general education requirements at the transfer school. A minimum of 36 semester hours must have been completed in the areas of communication; arts and humanities; social sciences; and mathematics, science and technology.

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

**Early Entry**
The Early Entry arrangement provides an opportunity for high school students to take courses for which they may earn both high school and college credit. These credits may be applied toward both high school and college graduation requirements. Eligible students in grades 10, 11 and 12 may earn college credit by enrolling in any course which has been jointly approved by appropriate high school and university administrators.

The courses to which dual credit may apply can be placed into three categories.

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

Students must meet the minimum test score for student placement in English and math courses established by North Dakota University System Procedure 402.1.2. For more information, see Placement in English and Math (p. 28).

**Credit by Examination**
Credit for courses may be granted by national examination, which includes Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) and the Dantes Subject Standardized Tests (DSST). Minimum scores are established by North Dakota University System Procedure 403.7.4 (www.ndus.edu/students/earn-credit-by-exam/ (http://www.ndus.edu/students/earn-credit-by-exam)).

**Credit by Challenge**
Credit for courses may be granted by department examination. Currently enrolled, degree-seeking students may apply to establish challenge credit for approved university courses. Some courses (e.g. special topics or independent study) may not be challenged. Credit by challenge will be posted as test credit with an S/U grade. This test credit may not transfer to another postsecondary institution.

A Department may offer challenge exams for courses which have no equivalent national subject exam. Students who have audited a course or who have previously enrolled in a course (regardless of grade earned or drop status) will not ordinarily be permitted to take a challenge exam. A Petition for Course Challenge form, obtained from the Office of the Registrar, must be completed by the student, the course instructor, and the appropriate department chair. The fee for the challenge is equal to one half the tuition plus applicable fees for the course. If the petition is approved and the student makes payment, the examination will be scheduled.

The Language & Literature Department may approve up to 12 challenge credits in Spanish after a student satisfactorily completes an advanced level language course with a “C” grade or better. A Petition for Spanish Credit form, obtained from the Office of the Registrar, must be completed by the student, the course instructor, and the department chair. The fee for the challenge is equal to one half the tuition plus applicable fees for the course.

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Credit for Life and Work Experience (PLA)

The Valley City State University Prior Learning Assessment Program is designed to offer adult learners, generally 25 years of age or older, the opportunity to apply learning received from life and work experience toward a Valley City State University degree. This program is administered through the Vice President for Academic Affairs. The adult learner must enroll in UNIV 180 Prior Learning Assessment for Credit. For specific questions on PLA, contact the Technology Education Department.

Credit for Military Service Experience

All military service experience submitted for credit will be evaluated by the Office of the Registrar using the Guide to the Evaluation of Educational Experiences in the Armed Services. The student desiring such credit must submit an official copy of his or her official military transcripts.

Internships

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 and a 2.50 GPA, but are encouraged to discuss internship opportunities with their department chair or advisor and the Career Services Coordinator during their sophomore year. Internships may be with employers in private industry, governmental agencies, and non-profit organizations. Employment can be part-time or full time with a local employer or virtually anywhere in the world. The internship experience benefits students by providing the opportunity to explore and confirm career options.

Eligibility to enroll for academic credit is granted through the Internship Program when an internship position is secured. Upon being hired, the student enrolls in the appropriate internship course. Students can earn from 3 to 12 credits per semester, depending on the total hours to be employed; however, each academic department will determine how many credits may be applied to the degree requirements.

Project 65

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

Degree and Graduation Requirements

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

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

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

Double Degree and Second Degrees

Students may earn two or more bachelor’s degrees provided the degrees are different. For example, students cannot earn two Bachelor of Science degrees such as a B.S. in Professional Communication and a B.S. in Music. Students must meet all requirements for each degree. The degrees may be earned concurrently (Double Degrees) or at different times (Second Degrees).

Double Major

Students may elect to earn a single degree with more than one major. Students may complete a double major (two majors) or any number of majors. Students must meet all requirements for each major within the single degree, such as a Bachelor of Arts with majors in English and History.

Adding a Major/Minor After a Degree Has Been Posted

Students who have previously completed a degree may elect to complete a major and/or minor earned subsequent to graduation.

Bachelor of Arts

2. Completion of a major and a minor, a double major, or a composite major.
3. Completion of the 16 semester hour cultural block. In consultation with their advisor, students select a 16 hour block of related courses from the following areas: Spanish, art, music, English, theatre, photography, and history. Courses used for this requirement may not be double-counted and may not include credits for portfolio preparation or internships.
5. Completion of a minimum total of 120 semester hours.

Bachelor of Science

2. Completion of a major and a minor, a double major, or a composite major.
3. Completion of the Graduation Requirements.
4. Completion of a minimum total of 120 semester hours.

**Bachelor of Science in Education**
2. Completion of an education major.
3. Completion of the Professional Education sequence.
4. Completion of requirements for admission to Teacher Education.
5. Successful completion of student teaching experience.
6. Successful completion of Praxis II requirements.
7. Completion of the Graduation Requirements.
8. Completion of a minimum total of 120 semester hours.

**Bachelor of University Studies**
2. Completion of the major requirements with at least 45 semester hours of upper-level credit and approved areas of concentration.
3. A statement of the interests and goals the student expects to meet by choosing the Bachelor of University Studies degree.
5. Completion of a minimum total of 120 semester hours.

**Graduation Requirements**
All students must meet certain general requirements before graduating from Valley City State University. Undergraduate students may elect to graduate under the requirements of the catalog in effect when the student originally enrolled at the University provided the time lapse is less than seven years. Students who change their academic program will follow the requirements of the catalog in effect when the student submits the program change form. Students who leave VCSU and then return will follow the requirements of the catalog in effect when the student submits the returning student form.

The following represent the conditions for graduation:

1. All candidates for a degree in a specific term must make formal application for graduation with the Office of the Registrar. The deadline dates for applying are December 1 for spring semester and May 1 for summer and fall semester.
2. A minimum of 120 semester hours are required for graduation with a bachelor’s degree.
3. A minimum of six hours of Valley City State University credit are required for a major and three hours for a minor. All candidates for a degree must complete 30 semester hours from VCSU. A minimum of six hours of VCSU credit is required for all certificates.
4. All academic requirements must be completed before a student may graduate.
5. For the bachelor’s degree, a minimum of 30 upper division semester hours must be completed at the 300 and 400 course level. Career-Technical Education majors complete an area of technical specialty in lieu of this requirement.
6. The same course may not be used to fulfill requirements in two areas except when the student is graduating with a composite major, double major, or with more than one minor. Majors in education are considered “composite” majors.
7. All candidates for a degree must have a cumulative grade point average of at least 2.0. The student must also demonstrate a minimum grade point average of 2.0 in each of the following areas: major, minor, area of concentration, certificate, and general education. Those students receiving a B.S. in Education degree must have met the GPA requirements for continuance in teacher education.
8. All financial obligations to the University must be met at least two weeks before the date of graduation.
9. Commencement exercises held at the close of the fall and spring semesters. Candidates for graduation in the fall semester are encouraged to participate in the fall exercise. Students completing graduation requirements in the spring semester are expected to participate in the spring exercise. The immediately preceding summer and fall term graduates are encouraged to attend the spring exercise, as well.

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

**Graduation Honors**
A 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.

A student who has achieved a cumulative grade point average between 3.75 and 3.89 at the time of graduation qualifies for the honor, magna cum laude.

A student who has achieved a cumulative grade point average between 3.90 and 4.00 at the time of graduation qualifies for the honor, summa cum laude.
General Education Requirements

The General Education Program at VCSU requires the completion of 39 credits, selected from the course list outlined under the General Education Courses tab. These courses serve as the intellectual foundation for both skill development and breadth of knowledge fundamental to a college education, offering a powerful, integrated learning experience that builds capabilities essential for the 21st century.

As a network of interrelated courses, the General Education Program promotes rigorous study in the liberal arts, leading to lifelong learning, meaningful service, and effective citizenship within an integrated and diverse society.

Learning to Live, Living to Learn

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

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

First year students 21 years or older and those entering with 23 or more semester hours may elect not to take UNIV 150 Learning to Live, Living to Learn.

Student placement into college math and English courses is based on ACT, SAT, and Accuplacer scores. Compare your scores to those in tables below to determine course placement.

### ACT Math  SAT Mathematics  Accuplacer

<table>
<thead>
<tr>
<th>MATH 103 College Algebra</th>
<th>21-36</th>
<th>530</th>
<th>76-120 Elementary Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC 93 Algebra Prep III</td>
<td>19-20</td>
<td>510-520</td>
<td>57-75 Elementary Algebra</td>
</tr>
<tr>
<td>ASC 92 Algebra Prep II</td>
<td>16-18</td>
<td>430-500</td>
<td>41-56 Elementary Algebra</td>
</tr>
<tr>
<td>ASC 91 Algebra Prep I</td>
<td>0-15</td>
<td>0-420</td>
<td>0-40 Elementary Algebra</td>
</tr>
</tbody>
</table>

| ENGL 120 College Composition I or ENGL 125 Introduction to Professional Writing | 23-36 | 480 | 5 WritePlacer |

### Additional English Placement Policies

Incoming students with an ACT English score of 23 or above may choose to be placed in ENGL 120 College Composition II or ENGL 125 Introduction to Professional Writing. Further, students who choose this option will take ENGL 210 College Composition III to fulfill the general education communication/writing requirement at Valley City State University.

Students who have been awarded institutional placement credit (3) for ENGL 110 College Composition I (or its equivalent) from an accredited college or university, and who have successfully completed ENGL 120 College Composition II or ENGL 125 Introduction to Professional Writing with a C or better, will take ENGL 210 College Composition III to fulfill the general education communication/writing requirement at Valley City State University.

Students should view their major program for required general education courses.

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 110 College Composition with ASC 88 Composition Lab (co-enroll)</td>
<td>410-470</td>
<td>4 WritePlacer</td>
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<tr>
<td>ASC 87 College Writing Prep</td>
<td>0-13</td>
<td>0-400</td>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 120 College Composition II or ENGL 125 Introduction to Professional Writing</td>
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<td></td>
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<tr>
<td>ENGL 210 College Composition III</td>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td></td>
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<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
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<tr>
<td>COMM 216</td>
<td>Intercultural Communication</td>
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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
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<tr>
<td>MATH 104</td>
<td>Finite Mathematics</td>
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<tr>
<td>MATH 107</td>
<td>Precalculus</td>
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<tr>
<td>MATH 165</td>
<td>Calculus I</td>
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<tr>
<td>MATH 210</td>
<td>Elementary Statistics</td>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 111</td>
<td>Concepts of Biology</td>
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<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
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</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td></td>
</tr>
<tr>
<td>BIOL 170</td>
<td>General Zoology</td>
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<tr>
<td>CHEM 115</td>
<td>Introductory Chemistry</td>
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<tr>
<td>CHEM 116</td>
<td>Introduction to Organic and Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>GEOL 100</td>
<td>Introduction to Earth Science</td>
<td></td>
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<tr>
<td>GEOL 106</td>
<td>The Earth Through Time</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>PHYS 100</td>
<td>Concepts of Physics</td>
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<tr>
<td>PHYS 110</td>
<td>Introductory Astronomy</td>
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<tr>
<td>PHYS 161</td>
<td>Introductory College Physics I</td>
<td></td>
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<tr>
<td>PHYS 162</td>
<td>Introductory College Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 251</td>
<td>University Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 252</td>
<td>University Physics II</td>
<td></td>
</tr>
<tr>
<td>PSYC 111L</td>
<td>Introduction to Psychology Lab (Corequisite: PSYC 111 Introduction to Psychology)</td>
<td></td>
</tr>
<tr>
<td>TECH 161</td>
<td>Technology, Engineering, and Design</td>
<td></td>
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</table>

**Wellness**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HPER 100</td>
<td>Concepts of Fitness and Wellness</td>
</tr>
</tbody>
</table>

**Technology**

Select one of the following:

- CIS 170 Introduction to Computer Information Systems
- CSCI 127 Introduction to Programming in Java
- CSCI 160 Introduction to Structured Programming I
- SE 110 Discovering Computing

**Humanities**

**Literacies**

Select one of the following:

- ENGL 220 Introduction to Literature
- ENGL 225 Introduction to Film
- ENGL 241 World Literature I
- ENGL 242 World Literature II
- ENGL 261 American Literature I
- ENGL 262 American Literature II
- HUM 201 Civilization, Thought, and Literary Heritage
- PSYC 200 Ethics and Philosophy of Science
- SPAN 101 1st Year Spanish I
- SPAN 102 1st Year Spanish II
- SPAN 201 2nd Year Spanish I
- SPAN 202 2nd Year Spanish II
- THEA 110 Introduction to Theatre Arts
- THEA 161 Acting One

**Art and Music**

Select one of the following:

- ART 110 Introduction to the Visual Arts
- HUM 202 Fine Arts and Aesthetics
- MUS 100 Music Appreciation
- MUS 101 Music Fundamentals
- MUS 206 World Music
- MUS 207 History of Rock and Roll

**Social Science**

Select two of the following:

- COMM 112 Understanding Media and Social Change
- COMM 114 Human Communication
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics
- GEOG 151 Human Geography
- HIST 103 United States to 1877
- HIST 104 United States to Present
- HIST 211 World Civilizations to 1500
- HIST 212 World Civilizations since 1500
- HIST 267 Environmental History
- HIST 270 Native American Studies
- POLS 115 American National Government
- POLS 116 State and Local Government
- PSYC 111 Introduction to Psychology
- SOC 110 Introduction to Sociology
- SOC 111 Introduction to Anthropology

Additional Humanities or Social Science

Select one additional course from Humanities or Social Science or select from the following:

- ART 112 Design
- ART 130 Drawing I
- ART 150 Ceramics I
- GEOG 111 Survey of Geography
- MUS 104 Group Piano for Non-Majors
- MUS 105 Group Piano for Non-Majors
- MUS 130 Valkyries
- MUS 131 Concert Choir
- MUS 140 Athletic Band
- MUS 141 Concert Band
- PHYS 275 Planetarium Science
- THEA 201 Theatre Practicum

**Total Credits**: 39

1. PSYC 111L Introduction to Psychology Lab with PSYC 111 Introduction to Psychology will satisfy the Lab Science requirement. PSYC 111 Introduction to Psychology without PSYC 111L Introduction to Psychology Lab will satisfy the Social Science requirement. PSYC 111 Introduction to Psychology may not be used to satisfy both requirements.

**General Education Learning Goals and Outcomes**

**General Education Learning Goals**

**General Education Learning Outcomes**

**Outcome Statement**

**Values**

- Appreciation of the arts/Aesthetics
  - The ability to understand, recognize the value in, and be affected by the products of human endeavor, including the visual, musical, literary, and performing arts.

**Ethics**

- The conscientious determination of what makes an act right or wrong, that includes an understanding of value system used for that decision, the ramifications, and the importance of acting in accordance with established principles.

**Diversity**

- The acknowledgment of and respect for differences in the living world.

**Literacies**

- Communication
  - The conscious use of structural and presentational skills to convey an intended message to a specific audience through verbal, non-verbal and/or written expression.
Creative and Critical Thinking

A comprehensive skill set that allows one to reach an informed opinion, conclusion, and/or decision based on observation, research, imagination, synthesis, and reflections.

Quantitative Literacy

The number sense, mathematical understanding, and problem-solving abilities required for logical and analytical thinking, and the ability to construct and communicate viable arguments using numerical evidence.

Technological Skills/Literacy

The ability to research, use, and assess the appropriate technology to solve a problem and to understand how technology impacts individuals and society.

Habit

Collaboration

The ability to work responsibly with others to achieve a common goal and promote group success.

Civic Engagement

Participation in the life of a community in order to improve conditions for others or to shape the community’s future.

Holistic Health

The well-being of body, mind, and spirit, to enhance the quality of life for self and others.

Registration and Records

Academic Advising

Academic advising is directed through the Office of Student Academic Services. All new degree-seeking students will be assigned advisors in Campus Connection upon acceptance. Many students at the time of application are undecided about an area of study. Deciding students are assigned an advisor who is prepared to help plan a schedule that will enable exploration in different academic areas while completing the general education requirements. An advisor can become the most valuable academic resource.

Registration

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

Class Attendance

The student is expected to meet the attendance requirements for each class.

Course Level

Courses numbered 100 to 199 are considered Freshman level; courses numbered 200 to 299 are Sophomore level; courses numbered 300 to 399 are Junior level; and courses numbered 400 to 499 are Senior level courses. The student should note that many upper level courses (300–499) have prerequisites and should plan accordingly. Graduate courses will have numbers between 601–699. Courses with the number 2000 are Continuing Education courses and are not eligible for use at the undergraduate or graduate level. 600 and 2000 numbered courses are only available to students who have earned a Baccalaureate Degree, with the exception of Career and Technical Education license holders or those who are currently teaching at a secondary or postsecondary institution in North Dakota.

Common Course Numbering

The North Dakota University system adopted Common Course Numbering (http://www.ndus.nodak.edu/employees/articulation-transfer/courses-with-common-transferrable-content) (CCN) in 1998. CCN is a means of standardizing course numbers across all campuses within the system. For example, it means that a course numbered 100 at one campus is equivalent to a similarly titled and numbered course at another campus.

Course Load for Students

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

In order to take 20 to 21 semester hours, the student must maintain a minimum cumulative grade point average of 3.00. The student wishing to take 22 or 23 semester hours must maintain a minimum cumulative grade point average of 3.50. No student will be allowed to enroll in more than twenty-three semester hours during any one semester.

Full-time status during Summer term is 6 credits; the maximum load is 9 concurrent credits for a student in good academic standing. If a student wishes to register for more than 9 credits that are not concurrent, s/he
should contact the Office of the Registrar; in any case, no more than 14 semester hours in any Summer (total for all summer terms; this is the equivalent of one credit per week for the full summer).

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

Adding or Dropping a Course

Course schedule changes may be processed in Campus Connection (online student self-service).

Add

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

Drop with No Record

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

Drop with Record

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

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

Course Override cards and Petitions are available in the Office of the Director of Student Academic Services.

One-Time Drop Policy

Each student may withdraw from a course after the deadline (up to and including the last day of the class for that courses) without proof of extenuating circumstances one time during his or her undergraduate enrollment at Valley City State University. This “one-time-drop” must be processed using a petition available in the Office of the Director of Student Academic Services. A symbol of W will appear on the transcript.

Tuition Refund Policy (p. 14)

Withdrawal from the University

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

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

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

Collaborative Registration

The North Dakota University System (NDUS) collaborative registration agreement allows a student to be concurrently enrolled at another NDUS institution. Only fully admitted, degree-seeking undergraduate students in good academic and financial standing are allowed to enroll collaboratively. Collaborative registration allows the home campus to consider credit from the provider campus for financial aid purposes and adds the provider campus tuition to your home campus bill after the tenth or eleventh day of regular session; the provider campus will automatically submit a transcript to your home campus. More information see Collaborative Registration (http://www.vcsu.edu/registrar/vp.htm?p=671).

Transcripts of Academic Records

Valley City State University has authorized the National Student Clearinghouse to provide official transcript ordering online. To use the online transcript service, a major credit/debit card and a valid email account are needed. A fee of $5 is required per transcript, plus applicable processing fees if special order options are requested.

Current and former students with online Campus Connection access may view and print an unofficial transcript free of charge through Campus Connection. To order official transcripts in Campus Connection, students may click on Self Service>Academic Records>Order Official Transcript.

Transcripts may also be ordered directly from National Student Clearinghouse from their secured site, www.getmytranscript.com (http://www.getmytranscript.com).

If you do not have a major credit/debit card and valid email address, a paper transcript request form is available. The transcript request form, as well as detailed information regarding transcript ordering, can be found at www.vcsu.edu/registrar.
Scholastic Standing

Credit

VCSU operates an academic calendar on the semester system, according to the guidelines in SBHE policy 406.1 (Academic Calendars). Each semester is 80 days, or 16 weeks (including exam week). One semester hour of credit represents one academic hour of class instruction or two or more academic hours of laboratory work per week for a period of 15 weeks, or the equivalent.

In organizing their schedules, students should plan to spend about two hours of study for one hour of classroom instruction. Therefore, a student taking 15 credit hours should expect to spend about 30 hours studying each week. In seeking a course overload, students should consider carefully the impact of this load on their available study time.

Student Classifications

Regular Student status applies to anyone whose objective is to complete a degree. The following classifications apply:

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

Non-degree status applies to anyone who has a degree and is enrolled for additional courses, or anyone who is enrolled for courses but not following an established program.

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.

Grading and Grade Point System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawl</td>
<td>0.00</td>
</tr>
<tr>
<td>WAU</td>
<td>Withdrawl-Audit</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Faculty identify standards for course grades on the courses syllabus.

Grade Point Average

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

Repeating a Course

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

Audit

Audit means to register and participate in class activities at the discretion of the instructor. No credit is awarded for an audited course. The student must notify the Office of the Registrar of his or her intent to audit a course no later than the last day to add the course. Cost of audit is one half tuition plus applicable fees.

S-U Grade Option

A limited number of courses are graded on a satisfactory-unsatisfactory basis. No grade points are assigned. To encourage students to explore subjects where they might not otherwise take a course, they may request permission to enroll in courses that are not required for their graduation on a satisfactory-unsatisfactory basis. No grade points are assigned. The student must notify the Office of the Registrar of his or her S-U grade option request no later than the last day to add the course. A maximum of 15 semester hours of non-required S-U graded courses may count toward graduation. Work of C level or better is required to receive an S grade.

Incomplete Grades

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

The grade of incomplete must be removed by the tenth week of the regular semester following the term in which it was reported. If the deficiency is not made up within the specified time, the incomplete will revert to the grade earned at the time the incomplete was negotiated. The instructor may request an extension of the time period by emailing the Office of the Registrar (registrar@vcsu.edu).

Academic Honors

Dean’s Honor Roll

A student who completes 12 semester hours of Valley City State University classes for which grade points are earned and who received a grade point average of at least a 3.50 at the end of any semester qualifies for the Dean’s Honor Roll.
Valley City State University

President’s Honor Roll
A student who completes 12 semester hours of Valley City State University classes for which grade points are earned and who received a grade point average of 4.00 grade point average at the end of any semester qualifies for the President’s Honor Roll.

Honor Roll
A student who completes 6-11 semester hours of Valley City State University classes for which grade points are earned and who received a grade point average of at least a 3.50 at the end of any semester qualifies for the Part-Time Honor Roll.

Graduation Honors
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 academic progress will be placed on academic probation. The following standards for satisfactory progress apply to all regularly enrolled students:

<table>
<thead>
<tr>
<th>Total Hours Attempted</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1.60</td>
</tr>
<tr>
<td>30</td>
<td>1.80</td>
</tr>
<tr>
<td>60</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

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

In order to increase the probability of future academic success, academic probation status restricts students, including those admitted on academic probation, to a maximum course load of 14 credits during a regular term and 6 credits in the summer, and requires completion of a one-hour course in study skills as part of the restricted course load. Satisfactory progress while on probation means achieving a grade point average of at least 2.00 or better during the semester. Failure on the part of the student to achieve a semester grade point of at least 2.00 while on probation results in academic suspension from the university.

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

A suspended student who returns after one calendar year may be readmitted on probation and is not required to follow the petition process. A transfer student who is not eligible to return to previous institution must submit a petition to the Academic and Scholastic Standing Committee for admission to VCSU. Any transfer admission following the academic suspension/dismissal from another institution will be coordinated with the suspending/dismissing institution to determine conditions under which the student may be admitted.
Educational Rights and Privacy Act of 1974, the university assumes the trust as custodian of student records and in compliance with the Family Education Rights and Privacy Act (FERPA) as required under SBHE Policy 1912. Policies regarding Educational Records may be found in the Student Handbook.

### Directory Information

Directory information is information concerning a student which may be released publicly. It includes the following:

- Name (all names on record)
- Address (all addresses on record)
- E-mail address (all electronic addresses on record)
- Phone number (all phone numbers on record)
- Height, weight, and photos of athletic team members
- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status
- Names of previous institutions attended
- Participation in officially recognized activities and sports
- Honors/awards received
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Photographic, video or electronic images of students taken and maintained by the institution

### Non-Disclosure Request for Directory Information

A student may request that any or all of their directory information not be made public by officially requesting a restriction in the Office of the Registrar between the first and tenth day of class in a term. The specified directory information will then be treated the same as educational records information.

In response to public inquiries, the university will verify only whether or not an individual is currently enrolled at the university, unless student name is restricted. This request will remain in effect until revoked in writing by the student.

The university receives inquiries for directory information from a variety of sources including, but not limited to, prospective employers, other colleges and universities, graduate schools, licensing agencies, government agencies, news media, parents, friends, and relatives. Students should consider very carefully the consequences of their decision to withhold release of any or all directory information items. VCSU has no responsibility to contact a student for subsequent permission to release directory information after the student has requested a restriction. Student requests to withhold directory information will be honored until the student specifically and officially requests to lift these restrictions.

### 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.
State University or a party acting on behalf of the university. Educational records include more than academic records. Educational records, with the exception of those designated as directory information, may not be released without the written consent of the student to any individual, agency, or organization other than specifically authorized personnel. A complete copy of the VCSU Student Record Policy can be found in the Student Handbook.

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

Distance Learning at VCSU
(800) 532-8641 extension 37471
(701) 845-7471
www.distancelearning.vcsu.edu/

Distance Learning at VCSU
VCSU seeks to advance quality distance learning opportunities for traditional and nontraditional students through access to courses and degree completion.

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

We offer several options for full, bachelor’s level programs, a Master of Arts in Teaching program, and a Master of Education program with six concentrations.

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

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

The North Dakota Interactive Video Network (IVN)
Interactive Video Network (IVN) courses use a high-quality compressed digital video-conference system that provides distance-education opportunities to specially equipped locations across the state of North Dakota. IVN rooms are equipped with video cameras, TV monitors, microphones and other specialized telecommunication equipment to transmit live audio and video over leased T1 telephone lines. This connection provides a two-way audio and video connection so the instructor can interact with students exactly as if the class were being held in a traditional classroom.

Online Programs at VCSU
The following programs are available in an online-only format for distance students.

Online Major Degree Programs
- Master of Arts in Teaching
- Master of Education (with concentrations in Elementary Education, English Education, Library and Information Technologies, Teaching and Technology, Teaching English Language Learners, Technology Education)
- Business Education
- Business Process Integration Management
- Career and Technical Education
- English and History Education
- History and History Education
- Music
- Professional Communication
- Social Science
- Technology Education

Online Minor Programs and Certificates
- Library Media
- Psychology
- Teaching English Language Learners (Minor) or ESL Endorsement
- M.Ed. Library and Information Technologies Certificate
- M.Ed. Teaching English Language Learners Certificate (ELL)
- Technology Education
- Customer Relationship Management Certificate
- Enterprise Applications Certificate

State Authorization Notice to Online Students
If you live outside of North Dakota, please check which programs are available to be delivered to where you live. Programs listed above may include learning experiences that require additional authorizations in certain states that VCSU may not currently have. If you live outside of North Dakota, please check which programs are available to be delivered where you live.

Out-of-State Licensure
Valley City State University’s nationally accredited education programs meet requirements for North Dakota teacher licensure. Although most states accept our teacher education program graduates for licensure, VCSU cannot confirm nor advise that education programs meet requirements for every state. Students seeking licensure in states other than North Dakota should contact the appropriate licensing board in the state in which they are pursuing licensure.

Technical Requirements
All distance learners must comply with minimum technical requirements when taking online courses. For more information, see technical requirements (http://online.vcsu.edu/vp.htm?p=3485).
Allen Memorial Library

Director for Library Services (Interim)

Jennifer Jenness
Allen Memorial Library 212
(701) 845-7275

Front Desk: (701) 845-7277
(800) 532-8641, extension 37277
FAX: (701) 845-7284
Email: library@vcsu.edu
http://library.vcsu.edu

Hours

During the academic year, the library is open Monday–Thursday 7:45 a.m. to 9:00 p.m and Friday 7:45 a.m. to 4:00 p.m. Finals week, holiday and summer hours may vary; please call or check the library website (http://library.vcsu.edu/vp.htm?p=2105) to verify open hours.

Allen Memorial Library

The university’s library is located at the heart of the VCSU campus, between McFarland Hall and the Student Center. While many of the library resources are online and accessible 24 hours a day, other resources and services such as print items, access to printers and other equipment, and in-person reference assistance are available when the library building is open. The library offers building-wide WiFi, a student lounge and meeting areas, a Makerspace, a classroom on second floor as well as several quiet and small-group study rooms. The Ramos Group Study Room can be reserved online from the library website.

Allen Memorial Library was named after Carlos Eben Allen, the 3rd president of Valley City State University, and opened its doors in 1951. It presently houses more than 100,000 books, periodicals, microforms, and nonprint materials. The collection’s strengths reflect the curricular strengths of the university: education, business, information science, the arts, as well as general science, mathematics, humanities, and social sciences.

Mission

Allen Memorial Library provides resources, services, and facilities to support student learning and enhance the academic programs of Valley City State University. Allen Memorial Library staff provide classroom instruction and access to scholarly information to promote and facilitate intellectual inquiry, reflective discovery, knowledge creation, the understanding of how information is produced and valued, and ethical participation in communities of learning.

Services

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

1 May include learning experiences that require additional authorizations in certain states that VCSU may not currently have.
Allen Memorial Library offers professional reference services in person from 9:00 a.m. to 3:00 p.m. Monday through Friday. Additional reference, eReference and reference-on-call services and information literacy opportunities for faculty, staff and students can be made by arrangement.

The Building

The lower level of Allen Memorial Library houses the Curriculum Library which supports the University's undergraduate and graduate library education programs as well as the Teacher Education program. It provides a representative collection of pre-school through high school instructional resources including textbooks and instructional multimedia, along with children’s fiction and nonfiction books.

Customized Study Areas

Library users are invited to study collaboratively in a casual setting on the first floor areas of the library where conversation, watching TV and social interaction is encouraged. Other study areas located throughout the building—in the stacks, on second floor and in the Curriculum Library—are designated for small group and individual study. Cell phone use is permitted in all areas. However, cell phone users are encouraged to step away from quiet study areas when having extended conversations to respect the study needs of others.

Special Collections

Special collections include:

- The North Dakota and North Dakota Documents Collection
- The Larry Woiwode Manuscript Collection
- The James D. Ployhar Score Collection
- The VCSU Archives

The Teacher Education Program

Mission

The mission of the School of Education is to prepare preservice students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, middle school, early childhood, reading, English language learners, special education, and science, technology, engineering, and mathematics (STEM) education. Graduates need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The School’s program is built upon the belief that competent teachers are knowledge-based decision makers. This is reflected in the program’s goals and objectives.

Accreditation and Program Approval

The Teacher Education Program has a long standing history of national accreditation by the National Council for Accreditation of Teacher Education (NCATE) since 1954. NCATE has transitioned into Council for the Accreditation of Educator Preparation Higher Education Accreditation (CAEP). CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The CAEP Standards focus on the following five areas:

- Content and Pedagogical Knowledge
- Clinical Partnerships and Practice
- Candidate Quality, Recruitment, and Selectivity
- Program Impact
- Provider Quality, Continuous Improvement, and Capacity

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

Program Learning Outcomes

Content majors will demonstrate learning outcomes defined by their course of study and the teacher education learning outcomes:

1. Teacher candidates apply knowledge and skills to plan a unit that meets the needs of students in a P-12 classroom.
2. Teacher candidates apply knowledge and skills to implement a unit that meets the needs of students in a P-12 classroom.
3. Teacher candidates apply knowledge and skills to evaluate student learning during a unit taught to students in a P-12 classroom.
4. Teacher candidates apply knowledge and skills to reflect on student learning and their own practice as a teacher during a unit of teaching students in a P-12 classroom.

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.

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

1. Plan — Make decisions regarding goals and objectives, the degree of background building required, connections to standards and curriculum, specific materials and instructional strategies. The planning of instruction is based upon knowledge of the subject matter, the learners in the classroom and the curriculum goals.
2. Implement — The implementation function requires the teacher to carry out the plan. During the actual teaching phase, numerous decisions are made, often quickly, as the teacher responds to students’ reactions, comments, and instructional needs. Teachers learn to value the development of their students’ critical thinking, problem solving, and performance skills. At times, these skills require a variety of instructional strategies, questioning skills, classroom management skills, use of technology, and teacher flexibility to come to the surface. As a result, modification of prepared plans becomes the rule rather than the exception.
3. Evaluate — During the evaluation phase of decision making, the teacher needs to determine the degree to which the instructional objectives were attained. Teachers must apply ongoing informal and formal assessment strategies to identify what and to whom re-teaching is required, and to what level of understanding the students have learned the skill or content from the experience. Formative assessment strategies are applied to provide students with timely, descriptive feedback to promote learning, support, and guidance.
4. Reflect—Planning, implementation, and evaluation are done by using feedback in a reflective manner. During the entire process, it is essential the decision maker realizes that professional growth and development is continuous.

Objectives
The following thirteen objectives provide direction for the design of the teacher education program. The program is designed to prepare teacher candidates who:

1. Possess an understanding of how children learn and develop, recognizing that patterns of learning and development vary individually
2. Use understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
3. Work with learners to create environments that support individual learning, encouraging positive social interaction, active engagement in learning, and self-motivation as well as possessing the knowledge and skills to manage a classroom effectively.
4. Possess an understanding of the main ideas used in facilitating student higher level thinking and creating learning experience that allow learners to apply problem solving skills.
5. Connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
6. Use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.
7. Draw upon knowledge of content areas, cross-disciplinary skills, learners, the community and pedagogy to plan, implement and evaluate instruction that supports every learner in meeting rigorous learning goals.
8. Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
9. Are reflective practitioners who use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
10. Collaborate and communicate with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.
11. Are competent in the communication skills of listening, reading, writing and speaking.
12. Exhibit the professional and personal characteristics of effective teachers such as responsibility, fairness, enthusiasm, cooperativeness, and ethical behavior.
13. Integrate technology effectively to enhance learning.

Delivery of Curriculum
The program provides an opportunity for enrollees to acquire entry-level teaching knowledge and skills through university courses and field experiences. The field experiences and student teaching take place in K-12 school classrooms.

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

The preparation of preservice teachers is closely guided by the university faculty and cooperating K-12 teachers. A carefully designed program provides instruction and experiences which include a multi-mode system to provide feedback to 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 EDUC 250 Introduction to Education, the introductory course to Teacher Education, the VCSU Teacher Education Program Handbook is reviewed online. Enrollees are given application forms to complete and submit to the Dean and the Teacher Education Committee.
Criteria for Admission to Teacher Education

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

1. A minimum cumulative grade point average of 2.75. A teacher candidate seeking admission to Teacher Education with a cumulative GPA between 2.50 and 2.74 may be considered for approval to Teacher Education by the Teacher Education Committee if the candidate has a 2.75 GPA in the candidate’s education major(s) or a minimum cumulative GPA of 2.75 in the past two semesters. The teacher candidate must also have acceptable dispositions and field experience evaluations.

2. Satisfactory academic performance with a “C” or better in the general education composition requirement and successful completion of a speech screening test.

3. Written recommendations from the advisor, a School of Education instructor, and any other related professionals.

4. Meet state standards on North Dakota required tests to measure prospective teacher’s content knowledge in reading, writing, and mathematics. See http://www.ets.org/praxis/nd/requirements for test requirements.

5. Demonstrate proper dispositions necessary to teach for learning.

6. Satisfactory academic performance with a “C” or better in EDUC 250 Introduction to Education: Introduction to Education.

The Teacher Education Committee will review the documentation and make a recommendation to the School of Education Dean 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:

- continue to maintain cumulative grade point average requirements set forth in Criteria for Admission to Teacher Education.
- demonstrate proper disposition and evidence of good conduct, physical and mental health; and
- continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors.

If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program. The Committee will forward its recommendation to the Dean who will make the final decision. Any such action would be reflected in a letter from the School of Education Dean to the student and the advisor.

Student Teaching

Student teaching is the culminating experience of the Teacher Education Program. During this time, preservice teachers apply what they have learned about theory and methodology through their university coursework and earlier field experiences. Student teaching provides an opportunity to plan and implement interesting, relevant lessons, as well as use a variety of assessment techniques to determine both the effectiveness of instructional strategies and the level of student learning. Teacher candidates will utilize the Teaching for Learning Capstone (TLC) unit model to plan, implement, evaluate, and reflect on one unit of instruction during their student teaching experience. Student teaching experiences allow for application of the VCSU conceptual framework, adaptations for diversity, appropriate uses of technology, assessment of student learning, and reflection on teaching practice. Skills in decision making, various instructional strategies, classroom management procedures, and questioning are further enhanced.

Student Teaching requires at least 12 full-time consecutive weeks. VCSU promotes co-teaching strategies to make optimal use of teacher candidate and cooperating teacher efforts to enhance student learning opportunities in the classroom.

Additional information about student teaching is included in the VCSU Handbook for Student Teaching.

Criteria for Admission to Student Teaching

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

1. Senior standing with continued satisfactory performance on all criteria for admission and retention in the teacher education program. Recommendations by the Vice President for Student Affairs Office and the appropriate department/school chair will be reviewed.

2. Completion of the professional education sequence before student teaching. The Director of Field Experiences in consultation with the School of Education Dean may make exceptions to this criterion if circumstances warrant.

3. Submission of student teaching application to the Director of Field Experiences during the semester preceding the semester of student teaching.

Requirements to Student Teach

1. Agreement to provide evidence of personal liability insurance by joining the Student North Dakota United (SNDU) 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.

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

3. Submission of Praxis II test scores or a confirmation number of registration for the Praxis II tests (content and Principles of Teaching & Learning [PLT]). See www.ets.org/praxis/nd/requirements for test requirements.

4. Meet state standards on North Dakota required tests to measure prospective teacher’s content knowledge in reading, writing, and mathematics.

5. During student teaching, students will not be allowed to take any semester hours of credit during the 12 weeks of student teaching. Students who request to take more than three semester hours of credit during the 12 weeks of student teaching, will need approval from the Dean of Education. Any requests for exceptions must be presented in writing to the Director of Field Experiences. Classes cannot be taken during the daily full time student teaching assignment block.

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

**Criteria for Licensure Recommendation**

The Dean of the School of Education makes the recommendation for Teacher Licensure. In order to be recommended, a student must meet the following requirements:

1. Satisfactory completion of all program requirements, as described in the University Catalog and the Teacher Education Program Handbook.
2. Successful student teaching experience.
3. Successful completion of TLC unit and presentation of a digital portfolio.
4. Successful completion of all licensure requirements.

The School of Education & Graduate Studies responds to requests for information from the North Dakota Education Standards and Practices Board for issuance of a teaching license.

**Out-of-State Licensure**

Valley City State University’s nationally accredited education programs meet requirements for North Dakota teacher licensure. Although most states accept our teacher education program graduates for licensure, VCSU cannot confirm nor advise that education programs meet requirements for every state. Students seeking licensure in states other than North Dakota should contact the appropriate licensing board in the state in which they are pursuing licensure.

**Appeal and Petition Process for Teacher Education**

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

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

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

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**Departments**

- Department of Art (p. 41)
- Department of Business (p. 41)
- Department of Communication Arts (p. 42)
- Department of Computer Systems and Software Engineering (p. 42)
- Department of Kinesiology and Human Performance (p. 43)
- Department of Language and Literature (p. 44)
- Department of Mathematics (p. 45)
- Department of Music (p. 46)
- Department of Science (p. 47)
- Department of Social Science (p. 48)
- Department of Technology (p. 49)
- School of Education and Graduate Studies (p. 50)
Department of Art

McCarthy Hall 3rd Floor
Department Chair: Karri Dieken, M.F.A.
Assistant: LaDonna Anderson
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(800) 532-8641 extension 37310
(701) 845-7310
FAX: (701) 845-7328
www.vcsu.edu/academics/divisions/finearts/art-dept/

At VCSU, all students benefit from developing aesthetic responsiveness, cultural awareness, and historical and contemporary perspective. In addition, the Department of Art also prepares students for careers in K-12 art education; professional study in art; and for careers in art-related businesses.

Learning Outcomes
1. Students will demonstrate competence in public school art education training.
2. Students will demonstrate proficiency in the studio arts.
3. Students will demonstrate proficiency for careers in arts-related businesses and industry.
4. Students will develop civic insight and contribute to the cultural environment of the campus and the community.

Dieken, Karri (2014) Assistant Professor; B.S. Black Hills State University, M.F.A. Washington State University

Drenth, Brock (2016) Assistant Professor; B.A. University of Jamestown, B.S. Valley City State University, M.F.A. Academy of Art University

Majors
- Art - Composite (B.A., B.S.) (p. 53)
- Art Education (B.S. in Education) (p. 54)

Minor
- Art (p. 113)

Certificate
- Digital Design (p. 120)

Department of Business

Vangstad 119
Department Chair: Jeff Moser
Assistant: LaDonna Anderson
ladonna.anderson@vcsu.edu
800.532.8641 extension 37521
701.845.7521
FAX: 701.845.7361
busdept.vcsu.edu

Today’s global economy is more competitive than ever, and VCSU is a great place to launch a successful career. Faculty bring real-world experience to the classroom to create a practical learning environment which is reinforced with theoretical knowledge. Faculty strive to create strong relationships with local businesses to create more opportunities for job shadowing and internships.

The overall objective of the Department of Business is to prepare students for satisfying careers in a diverse and ever-changing global economy by developing the skills employers identify as vital in a highly competitive global economy.

Aberle, Amber Ussatis (2013) Instructor; B.S., M.Ed. Valley City State University

Hooper, Ralph (1979) Associate Professor; B.S. J.D. University of North Dakota; CPA

Moser, Jeffrey (2016) Instructor; B.S., M.M., M.B.A. University of Mary, D.B.A. Keiser University; C.T.E. Valley City State University

Tyre, Brenda (2013) Assistant Professor; B.S. Minnesota State University Moorhead, M.B.A. University of Mary; CPA

Majors
- Business Administration - Composite (B.S.)
  - Agribusiness Concentration (p. 58)
  - Human Resource & Management Concentration (p. 59)
  - Managerial Accounting & Finance Concentration (p. 61)
  - Marketing Concentration (p. 62)
- Business Education - Composite (B.S. in Education) (p. 65)
- Business Education (B.S. in Education) (p. 64)
- Business Process Integration Management - Composite (B.S.) (p. 66)

Minors
- Business (p. 114)
- Human Resources (p. 116)
- Marketing (p. 116)
- Business Software Applications Minor (p. 114)

Certificates
- Professional Sales (p. 121)
Department of Communication Arts

McFarland Hall 2nd 204
Department Chair: Jenni Lou Russi, M.F.A.
Assistant: LaDonna Anderson
ladonna.anderson@vcsu.edu (ladonna.anderson@vcsu.edu)
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FAX: (701) 845-7328
www.vcsu.edu/academics/divisions/cass/commarts-dept/

The focus of study in the Department of Communication Arts is humanity in its broadest dimensions, specifically those highly developed human capabilities of communication, media literacy, and performing arts.

The Communication major and minor develop effective and ethical experts in communication who exercise innovative and exemplary leadership and followership to build relationships and communities.

Learning Outcomes
1. Communicate competently to diverse audiences in a variety of settings.
2. Engage effectively in research, problem-solving, and media-literacy endeavors.
3. Perform a variety of communication acts in interpersonal, small, and large groups.

Master of Education in Library and Information Technology

The Master of Education in Library and Information Technology is designed to meet both state and national standards for library media education and will enable the student to be certified in the state of North Dakota at the highest credential level.

For more information on the Master of Education program, please see the Graduate Program (p. 199) section of this catalog.

Jenness, Jennifer A. Grothe (2007) Associate Professor; B.A. Concordia College, M.A. Minnesota State University-Mankato, M.S.L. University of North Texas

Russi, Jenni Lou (2009) Associate Professor; B.A. Judson University, M.F.A. Kent State University

Ziniel, Jonna (2008) Associate Professor; B.A., M.A. North Dakota State University, Ph.D. Southern Illinois University Carbondale

Majors
- Communication (B.A., B.S.) (p. 75)

Minors
- Library Media & Information Science (p. 116)
- Communication (p. 115)
- Theatre (p. 119)

Department of Computer Systems and Software Engineering

McFarland Hall 138
Department Chair: Jamie Paurus
(800) 532-8641 extension 37550
(701) 845-7550
FAX: (701) 845-7361
csse.vcsu.edu

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

CSSE Value Statements

Our Programs
We create a supportive, encouraging, and challenging learning environment. This motivates students to learn, experiment, and focus on goals with the confidence of being enrolled in a strong academic program dedicated to continuous improvement.

Our Students
When our students feel a part of our academic community they dedicate themselves to their studies, persevere through challenges, and reach success. We celebrate together in their accomplishments.

Our Colleagues
We treat each other with respect, seek opportunities to engage in the work of the department, provide or support leadership, and strive for continuous improvement in our courses and programs.

Our Stakeholders
We welcome interactions with our community, industry, and academic stakeholders. We take ideas under advisement and identify program improvements for the betterment of society.

Our Lives
We encourage healthy lifestyles and respect individual needs to care for our bodies, minds, and souls. Taking care of ourselves allows us to be fully engaged while doing our jobs.

Hammer, Jane (1998) Assistant Professor; B.S. Valley City State University and North Dakota State University, M.S.I.T. University of Mary

Hill, Curt (1995) Professor; B.S. University of Iowa, M.S. University of Nebraska, Ph.D. North Dakota State University
Paurus, Jamie (2005) Assistant Professor; B.U.S., M.B.A. North Dakota State University; SAP Certified Associate

Pfeifer, Susan (2005) Associate Professor; B.A. Jamestown College, M.S. University of St. Thomas; P.M.P., SAP Certified Associate

Majors

- Computer Information Systems – Composite (B.A., B.S.) (p. 77)
- Software Engineering – Composite (B.A., B.S.) (p. 110)

Minor

- Computer Science (p. 115)

Certificates

- Customer Relationship Management (p. 120)
- Enterprise Applications (p. 120)

Department of Kinesiology and Human Performance

Gaukler Wellness Center 149
Department Chair: Diane Burr, M.S., AT Ret
Assistant: Amber Olson
amber1.olson@vcsu.edu
800.532.8641 extension 37580
701.845.7580
www.vcsu.edu/academics/divisions/mshpe/hpe-dept/

The Department of Kinesiology and Human Performance is a multidisciplinary program in which experiential and hands-on learning experiences are central to the core of all programs. Students are taught how to integrate theory into practices by applying learned concepts in various contexts.

The department is home to four distinct programs of study:

Athletic training cultivates a learner-centered community, preparing students to function as critical thinkers using evidence-based practices.

*Athletic Training majors are required to apply and be accepted into the professional phase of the Athletic Training program before entering the second year of study. Current Athletic Training information can be accessed on the VCSU Athletic Training Program website. (http://www.vcsu.edu/academics/divisions/mshpe/hpe-dept/vp.htm?p=3307)

Exercise Science and Sport Management (ESSM) is a major that offers students degree options in four concentrations:

- The Exercise Physiology concentration (p. 83) seeks to develop knowledge to prepare students to enter graduate studies in fields such as Physical Therapy, Occupational Therapy, Exercise Physiology, and Sport Biomechanics.
- The Sport Management concentration (p. 82) aims to develop an understanding of the concepts and theories central to the field of sport management.
- The Applied Kinesiology concentration (p. 84) is designed for the student who is interested in attaining entry-level positions in health, fitness, and sport related fields.
- The Strength & Conditioning Specialist concentration (p. 85) seeks to develop professionals who are capable of developing training and conditioning regimens for athletic and fitness programs.

Health Education (p. 88) prepares students to become health education educators within secondary school systems. The curriculum seeks to enhance the student’s knowledge in the health services, health in the environment, and health instruction in the public schools.

Physical Education (p. 104) primarily prepares students for teaching K-12 physical education. Simply defined, physical education seeks to prepare its students to teach others about the importance of human motion as it affects general health and well-being.

The department also offers minors and certificates of completion in athletic coaching, (p. 113) health education, (p. 115) physical education, (p. 118) and strength and conditioning (p. 121).
Bratrud, Sharon (2014) Assistant Professor; B.S. Minnesota State University Moorhead, M.S. University of North Dakota; AT, LAT

Burr, Diane (1981) Professor; B.S., M.S. Northern State College; AT, LAT

Hunt, Rachelle (2007) Assistant Professor; B.S. North Dakota State University, M.Ed. Valley City State University; AT, LAT

Milner, Sarah (2010) Assistant Professor; B.A Dana College, M.A Adams State College; CSCS

Williams, Angela (2014) Assistant Professor; B.S., M.Ed. Valley City State University, M.A. Western Michigan University

Burr, Diane (1981) Professor; B.S., M.S. Northern State College; AT, LAT

Hunt, Rachelle (2007) Assistant Professor; B.S. North Dakota State University, M.Ed. Valley City State University; AT, LAT

Milner, Sarah (2010) Assistant Professor; B.A Dana College, M.A Adams State College; CSCS

Williams, Angela (2014) Assistant Professor; B.S., M.Ed. Valley City State University, M.A. Western Michigan University

Majors

- Athletic Training – Composite (B.S.) (p. 55)
- Exercise Science & Sport Management – Composite (B.S.)
  - Applied Kinesiology Concentration (p. 84)
  - Exercise Physiology Concentration (p. 83)
  - Sport Management Concentration (p. 82)
  - Strength & Conditioning Specialist Concentration (p. 85)
- Health Education (B.S. in Education) (p. 88)
- Physical Education – K-12 (B.S.In Education) (p. 104)

Minors

- Athletic Coaching (p. 113)
- Health Education (p. 115)
- Physical Education (p. 118)

Certificates

- Athletic Coaching (p. 120)
- Strength & Conditioning (p. 121)

Department of Language and Literature

McFarland Hall 3rd Floor 315
Department Chair: Julee Russell
Assistant: LaDonna Anderson
ladonna.anderson@vcsu.edu
(800) 532-8641 extension 37310
(701) 845-7310
FAX: (701) 845-7328
www.vcsu.edu/academics/divisions/cass/langlit/

The study of language and literature goes to the core of much that is uniquely human—how people express themselves in their unique cultures, and the stories they use to preserve, reflect upon, and pass on their collective wisdom. The majors and minors we offer prepare students in numerous ways for a wide variety of careers and life goals, but the heart of our department shows more readily in the love of knowledge and the expertise our faculty exhibit in and out of the classroom every day, and the level and quality of personal interaction we achieve with our future graduates as students, advisees, and citizens of an increasingly complex world.

Language and Literature Learning Outcomes

Our graduates will:

1. Possess strong academic and creative writing skills;
2. Exhibit vital critical reading and thinking skills;
3. Routinely apply competent research skills; and
4. Understand the value of cultural fluency.

Master of Education

The Master of Education program offers a concentration in English designed specifically for teachers, as well as coursework intended to help teachers meet content area qualifications (http://www.vcsu.edu/graduate/vp.htm?p=3489) for teaching Early Entry/Dual Credit courses. For more information on the Master of Education program, please see the Graduate Program (p. 198) section of this catalog, or visit the Graduate website at www.vcsu.edu/graduate.

Brister, J. Gregory (2011) Associate Professor; B.A. Hamline University, M.A. St. Cloud State University, Ph.D. University of Kansas

Chao, Shou-Ching (2010) Associate Professor; Baccalaureate University of Henan, China, M.A. University of Henan, China, M.A, Ph.D. University of Minnesota

Dahlberg, Margaret (1996) Professor; B.A. University of Wisconsin-Platteville M.A., Ph.D. University of North Dakota

Kruger, Lee (2001) Associate Professor; B.A. Wartburg College, M.A. University of Nebraska-Omaha

Russell, Julee (1995) Professor; B.S. Bemidji State University, M.A., Ph.D. University of North Dakota

Shorma, Jodi (2009) Assistant Professor; B.A., M.A. University of North Dakota
Majors

- English (B.A., B.S.) (p. 79)
  - General Concentration
  - Literature Studies Concentration
  - Professional Writing Concentration
  - Technical Writing Concentration
- English Education (B.S. in Education) (p. 80)

Minors

- English (p. 115)
- Spanish (p. 118)
- Technical Writing (p. 119)

Certificate

- Spanish (p. 121)

Department of Mathematics

Rhoades Science Center 203
Department Chair: Preston Bush, Ph.D.
Assistant: Alice Beauchman
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(701) 845-7452
FAX: (701) 845-7450
www.vcsu.edu/math

Mathematics is the foundation for all science, technology, and engineering. It is an interesting major in its own right. Mathematical sophistication is a fundamental skill for a technical society like ours. Mathematics is a major that leads to careers in business, industry, and government, as well as graduate study in a large variety of disciplines. There is plentiful demand in the job market for individuals skilled in mathematics. This major follows the guidelines of the Committee on Undergraduate Programs in Mathematics established by the Mathematical Association of America.

Learning Outcomes

1. Students will understand the classical fundamentals and foundational theories of modern mathematics.
2. Students will understand the definition of a mathematical concept, and explain it using concrete examples.
3. Students will use computational skills to solve equations, integrate, etc.
4. Students will use logical reasoning skills to understand and provide proof of a proposition.

Bush, Preston (1994) Associate Professor; B.S. Massachusetts Institute of Technology, M.S. Boston College, Ph.D. Northeastern University, Boston

DeMuth, David (2012) Professor; B.S. University of Louisville, M.S. University of Louisville, Ph.D. University of Minnesota

Wirth, Jamie (2008) Associate Professor; B.A. University of North Dakota, B.S. Mayville State University, M.A. Minot State University, Ph.D. North Dakota State University

Majors

- Mathematics (B.A., B.S.) (p. 97)
- Mathematics Education (B.S. in Education) (p. 98)

Minors

- Mathematics (p. 117)
Department of Music

Foss Hall 113
Department Chair: Christopher Redfearn, D.A.
Assistant: Paula Larson
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(800) 532-5641 extension 37272
(701) 845-7272
FAX: (701) 845-7264
music.vcsu.edu

The Department of Music at Valley City State University is known for its innovative programs, dedicated faculty, and generous scholarships. The Department of Music at VCSU offers multiple opportunities for performance, including Concert Band, Athletic Band, Concert Choir, University Singers, Jazz Ensemble, Percussion Ensemble, and numerous chamber and solo performances. Generous scholarships are offered to music majors, music minors, and participants in the various ensembles. Valley City State University is accredited by the National Association of Schools of Music (NASM).

Mission of the Department of Music

- Provide superior training for public school music teachers
- Assist musicians to perform at their highest possible level of ability
- Develop in students a broad understanding of music within the context of a liberal arts education
- Lead in innovative online music programs
- Contribute to the cultural environment of campus and community

Music Learning Outcomes

VCSU Music Majors will:

1. Demonstrate competence in basic musicianship skills.
2. Develop requisite performance skills as a soloist and ensemble member, consistent with the objectives of their degree plan.
3. Interpret and analyze music from a variety of cultures and time periods.
4. Demonstrate teaching skills consistent with the objectives of their degree plan.

Allebach, Robin (2007) Instructor; B.S. Bemidji State University, M.M. Northwestern University; Certificate DePaul University

Jimenez, Kenneth (2017) Assistant Professor; B.M. University of Wyoming, M.M. University of Minnesota Duluth, D.M.A. North Dakota State University

LeTellier, John (2015) Assistant Professor; B.M. University of Tennessee at Martin, M.M. University of Miami

Meyers, Nicholas (2012) Assistant Professor; B.M. Augusta State University, M.M. University of Tennessee, D.M.A. North Dakota State University

Redfearn, Christopher (2012) Associate Professor; B.M. Brigham Young University, M.M. Michigan State University, D.A. University of Northern Colorado

Majors

- Music - Composite (B.A., B.S.) (p. 101)
- Music Education - Composite (B.S. in Education) (p. 102)

Minors

- Music (p. 117)
- Music Education (p. 117)
- Music Production & Recording (p. 117)
- Piano Pedagogy (p. 118)

Certificates

- Music Composition (p. 120)
- Music Production & Recording (p. 121)
- Piano Pedagogy (p. 121)
The Science Department seeks to encourage and develop the ability of students interested in pursuing a career in the pure and applied sciences. We provide students with academic counseling, courses, programs and research experiences that will prepare them for their future employment or enable them to enter their professional or graduate school of choice. The Science Department is well rounded in the sciences with majors in Biology, Chemistry, Health Science, Medical Laboratory Science, Environmental Science, and Fisheries and Wildlife Sciences. In addition we take seriously the training of our future teachers with majors in Biology Education and Chemistry Education.

Learning Outcomes

On completion of a major in the Science Department our students should:

1. Demonstrate a fundamental knowledge of the major concepts in the science disciplines.
2. Exhibit critical thinking skills by applying the scientific method to solve problems.
3. Exhibit the ability to read and communicate in a scientific style.
4. Understand the importance of science to themselves and society.
5. Analyze the consequences of activities on themselves and their environment.

Majors

- Biology (B.A., B.S.) (p. 56)
- Biology Education (B.S. in Education) (p. 57)
- Chemistry (B.A., B.S.) (p. 72)
- Chemistry Education (B.S. in Education) (p. 74)
- Environmental Science (B.A., B.S.) (p. 81)
- Fisheries & Wildlife Science - Composite (B.A., B.S.) (p. 86)
- Health Science - Composite (B.A., B.S.) (p. 89)
- Medical Laboratory Science - Composite (B.S.) (p. 99)

Minors

- Biology (p. 114)
- Chemistry (p. 114)
- Earth & Environmental Science (p. 115)
- Physics (p. 118)
Department of Social Science

Mcfarland Hall 3rd Floor 315
Department Chair: Anthony Dutton, Ph.D.
Assistant: LaDonna Anderson
ladonna.anderson@vcsu.edu
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(701) 845-7580
FAX: (701) 845-7328
http://www.vcsu.edu/academics/socsc

The focus of study in the Department of Social Science is humanity in its broadest dimensions, specifically those highly developed human capabilities of communication and social organization.

The general goals of the department are:

1. To help all students achieve a better understanding of the common cultural heritage, beliefs, and values through study of the humanities;
2. To promote an understanding of social organization and interactions through the study of history, the social sciences, and psychology; and
3. To promote global awareness and appreciation of diverse cultures through the study of world cultures, history and geography and to provide opportunities to study in other countries.

Clark, Travis (2016) Assistant Professor; B.S. East Tennessee State University, M.A. University of North Dakota

da Vinha, Luis (2014) Associate Professor; B.A., M.A., Ph.D. University of Coimbra

Dutton, Anthony (2009) Associate Professor; B.S.Ed. Valley City State University, M.A. University of North Dakota, Ph.D. North Dakota State University

Fenster, Emily (2013) Assistant Professor; B.A. University of North Dakota. M.G.S., Ph.D. Miami University

King, Steven (2005) Professor; B.A. Oak Hills Christian School, M.A. St. Cloud State University, D.A. University of North Dakota

Klingenberg, Erin D. (1990) Assistant Professor; B.A. Jamestown College, M.Ed. University of North Dakota, M.Ed., Ph.D. North Dakota State University; Licensed Professional Clinical Counselor, National Certified Counselor

Woehl, Kathryn (2010) Associate Professor; B.S. North Dakota State University, M.S. St. Cloud State University, M.A. Ph.D. University of North Dakota

Majors

- History (B.A., B.S.) (p. 90)
- History Education (B.S. in Education) (p. 91)
- Human Services – Composite (B.A., B.S.)
  - Child and Family Studies Concentration (p. 92)
  - Criminal Justice Concentration (p. 93)
  - General Human Services Concentration (p. 95)
  - Gerontology Concentration (p. 96)
- Psychology (B.A., B.S.) (p. 105)

Minors

- History (p. 116)
- Psychology (p. 118)
- Sociology (p. 118)
Department of Technology

Rhoades Science Center, First Floor 132
Department Chair: K. Peder Gjovik, Ph.D.
Assistant: Teresa Cole
teched@vcsu.edu
(800) 532-8641 extension 37444
(701) 845-7444
http://teched.vcsu.edu

The Department of Technology offers several completely online options, including Technology Education, Career and Technical Education (CTE), and STEM Education.

Technology Education and STEM Education options are based on the Standards for Technological Literacy, Common Core, and Next Generation Science Standards. Paths to certificate/endorsement or licensure may include on-campus or online delivery of courses. The program has the flexibility to be offered as a four-year degree or may include a Technology Education content major only to fill a deficiency for endorsement or licensure as per requirements in your home state.

The CTE major prepares you for teaching positions in school CTE programs, post-secondary technical programs, and private technical colleges. The CTE composite major allows you to transfer in your associate degree and/or experience and teach in trade, industry, technical, or health service areas such as automotive technology, construction technology, electronics, health careers, and welding. The degree requirements may also include full certification by the North Dakota Department of Career and Technical Education for trade, industry, technical, and health education teachers. Non-teaching program graduates may seek entrepreneurial careers in the private sector.

Master of Education

For more information on the Master of Education program, please see the Graduate Program (p. 196) section of this catalog.

Gjovik, K. Peder (2006) Associate Professor; A.A. Lake Region State College, B.S. Valley City State University, M.S. University of North Dakota, Ph.D. North Dakota State University

Holten, Ronald (2015) Associate Professor; B.S. Westmar College, M.S. Iowa State University, Ph.D. Iowa State University

Ross, Richard (1999) Associate Professor; B.A., B.S. Minot State University, M.S. Tri-College University

Majors

- Career and Technical Education - Composite (B.S.) (p. 67)
- Career and Technical Education B.S in Education - Composite (B.S. in Education) (p. 70)
- Technology Education (B.S. in Education) (p. 111)

Minor

- Technology Education (p. 119)
Valley City State University
School of Education and Graduate Studies

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DEAN: SHERI OKLAND, PH.D.
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Founded as a teacher’s college over 125 years ago, VCSU is widely respected as having one of the finest teacher education programs in the region. Students have the opportunity to become qualified for nearly any area of K-12 education from the elementary classroom to rapidly growing areas of specialization like ELL and STEM Education.

Valley City State University’s School of Education and Graduate Studies offers a Master of Education (M.Ed.) degree with concentrations in Elementary Education, English, Library and Information Technologies, Teaching English Language Learners, Teaching and Technology, and Technology Education. This online program may be completed in two years over six semesters.

Graduate Studies

DIRECTOR: JAMES BOE, PH.D.
ASSISTANT: MISTY LINDGREN (800) 532-8641 EXTENSION 3703
(701) 845-7303
FAX: (701) 845-7190
graduate@vcsu.edu
www.vcsu.edu/graduate/

For more information, please see the Graduate Program (p. 183) section of this catalog.

ANDERSON, HEATHER (2015) INSTRUCTOR; B.S. VALLEY CITY STATE UNIVERSITY, M.ED. UNIVERSITY OF NORTH DAKOTA

AUS, JOAN (2000) ASSOCIATE PROFESSOR; B.S. BLACK HILLS STATE UNIVERSITY, M.ED. SOUTH DAKOTA STATE UNIVERSITY, ED.D. UNIVERSITY OF NORTH DAKOTA

BASS, DAVE (1981) ASSISTANT PROFESSOR; B.S. VALLEY CITY STATE UNIVERSITY, M.ED. UNIVERSITY OF NORTH DAKOTA

BENNETT ZAUN, KATHLEEN (2009) INSTRUCTOR; B.A. SAN JOSE STATE UNIVERSITY, M.A. NATIONAL UNIVERSITY

CANNON, YVONNE (2018) INSTRUCTOR; B.S. IN ED. VALLEY CITY STATE UNIVERSITY, M.ED. UNIVERSITY OF MINNESOTA; POST-MASTERS CERTIFICATE IN COLLEGE TEACHING CAPPELLA UNIVERSITY

FIGUEROA, DAISY (2013) ASSISTANT PROFESSOR; B.A. UNIVERSITY OF CALIFORNIA, BERKELEY, M.ED. NATIONAL UNIVERSITY SAN DIEGO

HANSON, DAVID (2017) ASSISTANT PROFESSOR; B.S. VALLEY CITY STATE UNIVERSITY, M.S. TRI-COLLEGE UNIVERSITY

KLEIN, JOAN (2016) ASSISTANT PROFESSOR; B.S. MINNESOTA STATE UNIVERSITY - MOORHEAD, M.S. NORTHERN STATE UNIVERSITY

KNOdle, Kim (2010) INSTRUCTOR; B.S. MAYVILLE STATE UNIVERSITY, M.ED. NORTH DAKOTA STATE UNIVERSITY

KVLVANG, HEATHER (2002) ASSISTANT PROFESSOR; B.S. IN ED. VALLEY CITY STATE UNIVERSITY, M.S. MINNESOTA STATE UNIVERSITY MOORHEAD, PH.D. NORTH DAKOTA STATE UNIVERSITY

MARI, KALEY (2017) ASSISTANT PROFESSOR; B.S., M.S. UNIVERSITY OF NORTH DAKOTA

OKLAND, SHERI (2010) ASSOCIATE PROFESSOR; B.S., M.ED. MOORHEAD STATE UNIVERSITY, PH.D. NORTH DAKOTA STATE UNIVERSITY; SPECIAL ENDORSEMENT UNIVERSITY OF SOUTH DAKOTA

OLSON, ALAN (1990) PROFESSOR; B.S. VALLEY CITY STATE UNIVERSITY, M.S. NORTHERN STATE UNIVERSITY, PH.D. UNIVERSITY OF NORTH DAKOTA

OWEN, JACKIE (2009) ASSISTANT PROFESSOR; B.S. BRIGHAM YOUNG UNIVERSITY, M.ED. UTAH STATE UNIVERSITY, M.S. NORTH DAKOTA STATE UNIVERSITY

THOMPSON, GARY (1987) PROFESSOR; B.S. IN ED. MOORHEAD STATE UNIVERSITY, M.ED., ED.D. UNIVERSITY OF NORTH DAKOTA

WESTBY, LAUREL (2014) INSTRUCTOR; A.A. LAKE REGION JUNIOR COLLEGE, B.S. VALLEY CITY STATE UNIVERSITY, M.S. WALDEN UNIVERSITY

ZAHN, CINDY (2005) ASSISTANT PROFESSOR; B.S. IN ED. MOORHEAD STATE UNIVERSITY, M.ED. UNIVERSITY OF WISCONSIN-RIVER FALLS, PH.D. NORTH DAKOTA STATE UNIVERSITY

MAJORS

• Elementary Education (B.S. in Education) (p. 78)

MINORS

• Teaching English Language Learners (p. 119)

ENDORSEMENTS

• English Language Learners (p. 123)

• Kindergarten (p. 122)

• Strategist Special Education (p. 123)

• STEM

CREDENTIALS

• Library Media Specialist

CERTIFICATES

• Reading
Undergraduate Programs

Majors/Programs (http://catalog.vcsu.edu/majors-programs)

- Majors
- Minors
- Certificates
- Credentials
- Endorsements

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Art

Composite Major

Department Chair: Karri Dieken, karri.dieken@vcsu.edu, (701) 845-7564
Faculty Contact: Karri Dieken, karri.dieken@vcsu.edu, (701) 845-7564
Department Office: 361 McCarthy Hall, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

With six different studio areas of emphasis, a vibrant and growing program, a dedicated faculty of nationally recognized artists, and a dynamic visiting artist program, VCSU’s Department of Art is a place where students from a variety of backgrounds interact, exchange ideas and cross conventional aesthetic boundaries.

The VCS Department of Art is located a short distance from the Plains Art Museum, Rourke Art Museum, the North Dakota Museum of Art, Bluestem Center For The Arts, and major galleries in downtown Fargo/Moorhead. Whether in the studio, library, lecture hall, or working in the community via internships, service projects, exhibitions, and collaborations, our students have the opportunity to forge connections between traditions of visual art and their own developing expression. The Art and Art Education Program facilities include The McCarthy Art Gallery and six specialized studio spaces in Painting, Drawing, Printmaking, Ceramics, Sculpture, Photography, along with a Media Lab. Alumni of the program include some of the most outstanding professionals in the field of art and design in the region. As we enter the twenty-first century, our alumni continue to define the field, working in higher education, schools, communities, art centers and studios across the nation.

GET INVOLVED IN YOUR MAJOR

Join university organizations such as Open Studio Art Club, Theatre Club, or the Gay and Straight Alliance to meet other creative minds on campus. Students are also encouraged to join professional organizations in their field such as

- American Craft Council
- National Council on Education for the Ceramic Arts
- American Association of College for Teacher Education
- College Art Association
- National Art Education Association
- International Sculpture Center
- Foundations in Art: Theory and Education

“Taking art classes was one of the best choices I made in college; it gave me time to relax and use my own imagination to create.” —Tonya Van Dyke, Valley City, N.D.

Plan of Study

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Third Year

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Fourth Year

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Total Credits 120

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Art Education

Department Chair: Karri Dieken, karri.dieken@vcsu.edu, (701) 845-7564
Faculty Contact: Karri Dieken, karri.dieken@vcsu.edu, (701) 845-7564
Department Office: 361 McCarthy Hall, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Art Education at Valley City State University explores the making of art, and curriculum as the making of ideas that matter. These ways of making are innovative, creative, and socially relevant. The program focuses on intersections among studio experience, the study of works of art, visual culture, educational practice, digital technologies, histories of art education, curriculum and cultural studies, professional development, arts-based research, and practice-led research. The Art and Art Education Program facilities include the McCarthy Art Gallery, six specialized studio spaces, painting, drawing, printmaking, ceramics, photography, sculpture, and Media Lab.

The Art Education faculty members and students form a community of inquirers and teachers who are interested in exploring a broad range of interests within and beyond the field of art education. Students immerse themselves in the related but sometimes very different worlds of art, visual culture, and education. As student in the VCSU Art Education program, you will receive a Bachelor of Science degree in Education and an initial North Dakota teaching license in education, grades K-12. Alumni of the program include some of the most outstanding professionals in the field of art education in the region. As we enter the 21st century, our alumni continue to define the field, working in higher education, schools, communities, art centers and studios across the nation.

ACCREDITATIONS

• Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

Join university organizations such as Open Studio Art Club, Theatre Club, or the Gay and Straight Alliance to meet other creative minds. At VCSU, also take part in Kappa Delta Pi (KDP) and Student North Dakota United (SNDU). Students are also encouraged to join professional organizations in their field such as National Art Education Association, Arts Education Partnership, and the International Art Education Association.

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

“...experience and knowledge I have gained at VCSU lead me in the future.”
—Megan Trautman ’16, Enderlin, N.D.

Plan of Study

First Year

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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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Second Year

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<td>Speech Communication (Gen Ed)</td>
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<td>Lab Science (Gen Ed)</td>
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Third Year

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Fourth Year

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<td>HPER 100 (Gen Ed)</td>
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Total Credits 121

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Athletic Training

Composite Major

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Faculty Contact: Rachelle Hunt, rachelle.hunt@vcsu.edu, (701) 845-7260
Department Office: 149 Gaukler Wellness Center, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Athletic Training is an allied healthcare profession that is responsible for the prevention, evaluation, management and rehabilitation of athletic injuries. VCSU's Athletic Training Program offers unique clinical experiences in rural health care and opportunities to practice in larger communities. Clinical experiences provide an opportunity for direct contact with all varsity sports at VCSU, high school activities, and general medicine.

The Certified Athletic Trainer is a qualified professional who is an integral part of athletic programs at the high school, university, professional or club levels. Certified Athletic Trainers also work in clinical settings such as sports medicine clinics, military based clinics, and industrial corporations.

The Athletic Training program, which is accredited through The CAATE, will graduate students who are qualified to sit for the Board of Certification (BOC) Examination. The Athletic Training program requires a secondary admissions process into the professional phase of the program. Current Athletic Training information can be accessed on the VCSU Athletic Training Program website (http://www.vcsu.edu/academics/divisions/mshpe/hpe-dept/vp.htm? p=3307).

GET INVOLVED IN YOUR MAJOR

The Athletic Training Club raises awareness to the public about the profession of Athletic Training. Participation in the club allows students the opportunity to attend state and district meetings and provide an area where athletic training students can get together and discuss current topics in athletic training, promote mentorship to the new members of the club, and discuss and study for the Board Of Certification exam. The club also completes, at a minimum, one community service project per semester.

“The best part about the Athletic Training Program is the atmosphere of the classes and clinical settings. We, as students, are able to laugh and have fun, while still getting pushed to our full potential. It’s an amazing program, and the students, professors, and preceptors have become like a second family.” —Kelsey Labodi, Calgary, Alberta, Canada

“Being in the program, you get a great experience in class and outside of class! You meet great people and get a great education. You become so close with your classmates you think of them as family. This program gives you so much passion and excitement to be an athletic trainer.” —Shayna Ruzicka, Fordville, N.D.

Plan of Study

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<th>Semester</th>
<th>Credits</th>
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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Biology

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Faculty Contact: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Biology major is designed to give you a broad preparation and experience for a variety of biology-related fields. We also have an emphasis in preparing you for professional schools and graduate work. Opportunities that are not part of any regular program exist on and off campus to provide sound practical experience, such as student assistants, research experiences in our research labs, participation in the campus-tutoring programs, field studies, and biological travel tours. Internships at numerous facilities (such as Northern Prairie Research Center, Mercy Hospital, and the Fish Hatchery) are available to you to develop and apply your skills. Classes involve field study in local areas such as the Fish Hatchery, Lake Ashtabula, and the Sheyenne River Valley.

There are well equipped research labs and you are encouraged to be involved in research. VCSU prepares you by educating you with hands on opportunities that are usually reserved for graduate students. You have the chance to run the planetarium, conduct research, and gather samples. Students travel to regional and national scientific meetings to present on their current research. All faculty members in the program have earned their Ph.D. Several have research grants and research labs which they run with the assistance of VCSU students.

GET INVOLVED IN YOUR MAJOR

You are invited to join the VCSU Pre-Professional Club upon arrival as VCSU. This club is for students interested in continuing their education in graduate school or professional programs such as medical school, physical therapy, chiropractic, optometry, and dentistry. This club provides support for students going through the application process and provide opportunities to practice aptitude tests such as the GRE, mCAT, LSAT, and DAT. For those that enjoy outdoor activities there is the Fisheries and Wildlife Conservation club which organizes trips and fundraisers. There is also the opportunity to participate is such activities as choir, band, theatre, and intramural athletics.

Practical Experience

The Rhoades Science Center includes a greenhouse for work in biology and botany, a planetarium and laboratories for biology, chemistry, earth science, physics, computer science, and photography studies. Students have access to:

- Fully equipped Aquatic Macroinvertebrate Laboratory and Biomedical Research Laboratory
- Weather stations
- River gauge station
- Fish hatchery
- The dam and reservoir at Lake Ashtabula
- The Soil Conservation Service
- North Dakota State Extension Service

- Biology faculty have ongoing connections with North Dakota Department of Health, N.D. Parks and Recreation, Northern Prairie
- Wildlife Research Center, and the US Army Corps of engineers and with faculty involved in graduate programs at UND and NDSU

“VCSU’s science department is amazing. I feel blessed to have all these fantastic teachers who come with real world experience under their belts. When I ask them a question, they are always so knowledgeable and willing to help you out. Alongside the awesome faculty, the classes take you out on outdoor experiences that help you further not only your knowledge but the experience that employers are looking for.” —Michaela Halvorson, Minor, N.D.

Plan of Study

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<th>Year</th>
<th>Fall Credits</th>
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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
**Biology Education**

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573  
Faculty Contact: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573  
Department Office: 203 Rhoades Science Center, (701) 845-7452  
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

**Major**

The Biology Education major is designed to prepare you for teaching in junior and senior high schools. A Bachelor of Science in Education with a Biology major plus 12 semester hours in each of the other sciences (chemistry, earth science, and/or physics) will qualify you to teach those secondary science courses.

As a Biology Education major you are placed into schools for a series of field experiences including Introduction to Education (40 hours); Practicum (80 hours); Culturally Diverse Practicum (25 hours involving 3 consecutive full days in a classroom), and a twelve-week student teaching field experience completed in a location that works well for the student and university. Student teaching is the culminating experience of the program and the opportunity for students to apply all they have learned regarding their classroom preparation and field experience opportunities.

**ACCREDITATIONS**

- Council for the Accreditation of Educator Preparation (CAEP)

**GET INVOLVED IN YOUR MAJOR**

The Fisheries and Wildlife Conservation Club is a local VCSU club that organizes outings and fundraisers for those interested in the outdoors. The Pre-Professional Club provides preparation for entry into graduate school and professional programs for VCSU students. In addition, there is a wide variety of activities on campus such as Choir, Band, Theater, and Intramural sports, and also Kappa Delta Pi (KDP) and Student North Dakota United (SNDU).

**Teacher Education Requirements**

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed

**Practical Experience**

The Rhoades Science Center includes a greenhouse for work in biology and botany, a planetarium and laboratories for biology, chemistry, earth science, physics, computer science, and photography studies. Students have access to: a fully equipped Aquatic Macro invertebrate Laboratory and Biomedical Research laboratory; weather stations; river gauge station; fish hatchery; the dam and reservoir at Lake Ashtabula; the Soil Conservation Service; and the North Dakota State Extension Service. Biology faculty have ongoing connections with North Dakota Department of Health, ND Parks and Recreation, Northern Prairie Wildlife Research Center, and the US Army Corps of Engineers.

"VCSU's science department is amazing. I feel blessed to have all these fantastic teachers who come with real world experience under their belts. When I ask them a question, they are always so knowledgeable and willing to help you out. Alongside the awesome faculty, the classes take you out on outdoor experiences that help you further not only your knowledge but the experience that employers are looking for." —Michaela Halvorson, Milnor, N.D.
Business Administration —
Agribusiness Concentration

Department Chair: Jeffrey Moser, jeffrey.moser@vcsu.edu, (701) 845-7523
Faculty Contact: Brenda Tyre, brenda.tyre@vcsu.edu, (701) 845-7515
Department Office: 125 Yangstad, (701) 845-7521
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Students who successfully complete the agribusiness management concentration will be able to demonstrate business and economic specialization within the agriculture industry. Program completers will have the abilities to apply agricultural finance, marketing and business management skills across a wide variety of organizations in the agribusiness industry. Career opportunities can include Farm Appraiser, Crop and/or Livestock Producer, Farm Management, Grain and Livestock Buyer, Market Analyst. Ag Finance, Program Specialist, and many others.

GET INVOLVED IN YOUR MAJOR

VCSU Ag Club: The goals of the club are to provide opportunities for members to develop the skills, abilities, and leadership qualities necessary to enter and advance in careers in agriculture, agribusiness, agricultural technologies, horticulture, and natural resources. Any student preparing for a career in these areas is welcome to join. Members will participate in leadership activities specifically focused on the agricultural environment.

Collegiate DECA: The mission of DECA is to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe. DECA provides opportunities for students to be academically prepared, community oriented, professionally responsible, and to become experienced leaders. DECA helps promote networking, innovation, integrity, and teamwork for all members. Students have the opportunity to participate in leadership conferences, state and international competition and professional development which will help aid students in their mastery toward employability skills.

Practical Experience

Students are encouraged to earn credits by extending their learning beyond the classroom. For example, several prominent firms in the region offer internship programs that provide supervised business training. Firms such as Bank Forward, John Deere Seeding Group, Doosan Group, Coca-Cola, WDAY, Farm Service Agency, Dakota Bank, Chamber of Commerce, KOVC, and USDA have had VCSU students in their internship programs. Shadowing allows students to observe managers in daily work routines. Students will also have the opportunity to participate in economic development activities such as tours, workshops, fairs and conferences. An internship can be a part of a student’s academic program and can take place any semester after sophomore year for 3 to 12 credits. Student interns gain hands-on workplace experience to build resumes, become well prepared to enter a specific career field, network with professionals in the career field, and may gain a full-time position through that experience.

“Valley City State University is a great University that allowed me to grow and develop into the person I am today. The business department has great professors that help you figure out what your made to do. When I came to the Valley City State University, Agribusiness Management was not something I imagined doing. The professors helped me a long the way to find my career choice and what I really loved. They also provided the opportunity to explore the career. Today, I am proud to say that the Agribusiness field was that right choice for me. The business department at Valley City State University will help you and guide you in many steps of life. I wouldn't have such a great career without their knowledge and teaching. Valley City State University and the Business Department helped me land a great job after school. Today, I am employed in the Agribusiness field at AgCountry Farm Credit Services. ” —Leah Shepersky ’17, Osage, MN

Plan of Study

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</table>

Total Credits 120

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Business Administration — Human Resource & Management Concentration

Composite Major

Department Chair: Jeffrey Moser, jeffrey.moser@vcsu.edu, (701) 845-7523
Faculty Contact: Brenda Tyre, brenda.tyre@vcsu.edu, (701) 845-7515
Department Office: 125 Vangstad, (701) 845-7521
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Business Administration HR/Management concentration program prepares students with the core competencies essential to succeed in all types of business environments. This versatile program includes coursework in accounting, human relations, management, marketing and a variety of business technologies. Graduates are prepared for a variety of careers leading to management positions in service and manufacturing industries, the government sector, or entrepreneurial endeavors. Graduates may also choose to pursue further education in MBA programs, law school or other specialized graduate programs. Career opportunities include positions such as Business Administrator, Business Owner, Entrepreneur, Management Consultant to Government, Operations Director, Manager, Human Resources Manager, Human Resources Generalist, Staffing Coordinator, Corporate Trainer, Recruiter and Compensation/Benefits Specialist.

GET INVOLVED IN YOUR MAJOR

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Practical Experience

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experience to build resumes, become well prepared to enter a specific career field, network with professionals in the career field of interest, and may gain a full-time position through that experience.

“VCSU was a wonderful experience for my undergraduate degree. Because of the small teacher-to-student ratio, I was able to get to know my professors really well. Help was always available when I needed it. With the smaller class sizes, I was able to get to know my classmates really well, too. In the business program, I learned how to effectively work with others as well as on my own, and I made lifelong contacts and friends while doing so.” — Lindsay Lagodinski ’14, Ellendale, N.D.; UND School of Law

Plan of Study

First Year

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<th>Fall</th>
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Second Year

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Third Year

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Fourth Year

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| Elective                 | 3       | Social Science (Gen Ed)     | 3       |

|                          |         |                             |         |
|                          | 15      |                             | 13      |

Total Credits 120

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Business Administration — Managerial Accounting and Finance Concentration

Composite Major

Department Chair: Jeffrey Moser, jeffrey.moser@vcsu.edu, (701) 845-7523
Faculty Contact: Ralph Hooper, ralph.hooper@vcsu.edu, (701) 845-7520
Department Office: 125 Vangstad, (701) 845-7521
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Students who successfully complete the Managerial Accounting and Finance concentration demonstrate specialized knowledge in forecasting, planning, and analyzing data, as well as the ability to communicate and present the data in a format useful for decision making. Graduates will demonstrate the ability to use available technology to apply their knowledge and skills effectively. The concentration is appropriate for those seeking career opportunities in small business management, banking, internal management and control, and a variety of entrepreneurial opportunities.

Career opportunities can include positions such as Accounting Clerk, Bank Examiner, Corporate Accountant, Cost Accountant, Credit Analyst, Internal Auditor, Revenue Agent, Securities Broker (consultant), Bond Broker, Chief Financial Officer, Commodities Trader, Comptroller, Financial Consultant, Financial Manager, Financial Services Sales Agent and Loan Officer.

GET INVOLVED IN YOUR MAJOR

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Practical Experience

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“On top of accounting practices, VCSU provided me with hands-on experience using the same technologies that exist in businesses around the world. These skills help me transform from a student to a professional in my career today.” —Katie (Paulson) Olson ’13, Valley City, N.D.; Ag Country Farm Credit Services, Fargo, N.D.

Plan of Study

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**Business Administration — Marketing Concentration**

**Composite Major**

Department Chair: Jeffrey Moser, jeffrey.moser@vcsu.edu, (701) 845-7523  
Faculty Contact: Jeffrey Moser, jeffrey.moser@vcsu.edu, (701) 845-7523  
Department Office: 125 Vangstad, (701) 845-7521  
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

**Major**

Students who successfully complete the marketing concentration develop communication, interpersonal, leadership and teamwork skills. They understand the role and importance of marketing in organizations, demonstrate critical thinking, decision making, strategic planning and communication skills, and are able to use technological resources-including online databases-to conduct research. The marketing concentration prepares students for entry level positions such as marketing specialist or coordinator, advertising assistant or salesperson or customer service representative. Career opportunities can include positions such as Account Executive, Advertising Manager, Buyer, Lobbyist, Market Research Analyst, Marketing Director, Pharmaceutical Sales, Purchasing Agent, Retail Manager, Wholesaler, Writer/Author and Professional Sales.

**GET INVOLVED IN YOUR MAJOR**

**Collegiate DECA:** The mission of DECA is to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe. DECA provides opportunities for students to be academically prepared, community oriented, professionally responsible, and to become experienced leaders. DECA helps promote networking, innovation, integrity, and teamwork for all members. Students have the opportunity to participate in leadership conferences, state and international competition and professional development which will help aid students in their mastery toward employability skills.

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professionals in the career field of interest, and may gain a full-time position through that experience.

“I will never forget all of the valuable experiences I gained while studying in the Business Administration program at VCSU. As a student who had a hard time choosing between the many different concentrations within the major, I always felt very welcomed and free to explore my areas of interest. The small student-to-teacher ratio really helped me to make great connections with my instructors and gain a sense of community within the university. The DECA organization also gave me many opportunities to practice my knowledge in a practical manner, make connections with fellow students and even travel to competitions. All of these factors combine to create an experience that is very unique to VCSU. At VCSU, you are more than just a number, you are a unique individual, and that has made the biggest difference in my life.” —Erin Edinger ’13, Valley City, N.D.; Student Affairs master’s degree program

### Plan of Study

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Major

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GET INVOLVED IN YOUR MAJOR

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</table>

Total Credits 131

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Business Process Integration Management

Composite Major

Department Chair: Jeffrey Moser, jeffrey.moser@vcsu.edu, (701) 845-7523
Faculty Contact: Amber Usartis Aberle, amber.r.aberle@vcsu.edu, (701) 845-7526
Department Office: 125 Vangstad, (701) 845-7521
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Students who successfully complete the BPIM major demonstrate communication, problem-solving, business, collaboration and technical skills. Students will focus on business processes and advanced enterprise systems to be well-prepared to enter the growing business and IT workforce. The BPIM prepares students for business analyst, functional analyst, information systems analyst and process improvement analyst positions. This occupation in particular requires the ability to understand business requirements and apply the knowledge learned to implement and manage information systems in an organization.

GET INVOLVED IN YOUR MAJOR

Collegiate DECA: The mission of DECA is to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe. DECA provides opportunities for students to be academically prepared, community oriented, professionally responsible, and to become experienced leaders. DECA helps promote networking, innovation, integrity, and teamwork for all members. Students have the opportunity to participate in leadership conferences, state and international competition and professional development which will help aid students in their mastery toward employability skills.

Practical Experience

Students are encouraged to earn credits by extending their learning beyond the classroom. For example, several prominent firms in the region offer internship programs that provide supervised business training. Firms such as Bank Forward, John Deere Seeding Group, Gander Mountain, Coca-Cola, WDAY, Farm Services Agency, Chamber of Commerce, KOVC and Best Buy have had VCSU students in their internship programs. Shadowing allows students to observe managers in daily work routines. Students will have the opportunity to also participate in economic development activities such as tours, workshops, fairs and conferences. An internship can be a part of a student’s academic program and can take place any semester after sophomore year for 3 to 12 credits. Student interns gain hands-on workplace experience to build resumes, become well prepared to enter a specific career field, network with professionals in the career field of interest, and may gain a full-time position through that experience.

“I completed the BPIM degree after a year and a half, and I gained a lot more than an education during that time. The professors and staff prepared me for the real world, which I am very grateful for. Shortly after graduating I landed an amazing job as a Land Contract Analyst for Legacy Reserves Operating LP. This position allows me to use the knowledge I gained at VCSU. After being there for four months I have gained knowledge with land contracts, completely revised our filing system and also inputted data in our software program. Without the education and knowledge I learned from NWC and VCSU, I would not of been able to land this job or be able to be successful at it.” —Hanah Cunningham ‘14, Bridgeport, Neb.

Plan of Study

Fall start - even years

First Year

<table>
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<tr>
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<th>Credits</th>
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Second Year

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<td>COMM 304</td>
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Third Year

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Fourth Year

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Total Credits 120

Fall start - odd years

First Year

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<td>BUSI 249</td>
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<td>Additional Humanities or Social Science</td>
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<td></td>
<td>(Gen Ed)</td>
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</table>
Career and Technical Education

Composite Major

Department Chair: Dr. K. Peder Gjovik, peder.gjovik@vcsu.edu, (701) 845-7448
Faculty Contact: Richard Ross, rick.ross@vcsu.edu, (701) 845-7182
Department Office: 132 Rhoades Science Center, (701) 845-7444
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

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This degree prepares you for teaching positions in Career and Technical Education (CTE) high school and college programs. Graduates with the CTE Composite Major are prepared to teach in trade, industry, technical fields including areas such as automotive technology, construction technology, electronics, health careers, and welding.

Non-teaching program graduates may also seek management or entrepreneurial careers in the private trade, industry, technical or health fields. To be eligible for the degree, students should have a documented technical specialty area.

“The CTE baccalaureate degree has helped our CTE faculty become well versed in the Career and Technical Education field. They were experts in their specific occupational fields, but, in most cases, had little background in Career and Technical Education and educational theory. We have see great personal and professional growth in our CTE faculty who have completed their degrees from VCSU. As a whole they are more confident and skilled in their teaching, and we have seen several assume leadership roles on campus.” —Doug Darling, President, Lake Region State College

“Valley City State University rose to the occasion to assist the Department for Career and Technical Education in its efforts to create a degree program for Trade, Industry, Technical and Health Careers instructors. The content of the degree program is relevant to the needs of teachers with industry experience by adding instructional methodology to their experiences. This partnership has proven to be a very successful collaboration.” —Tony Scheerz, past supervisor; Trade, Industry, Technical and Health Education; North Dakota Department of Career and Technical Education

General Education Requirements

<table>
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<tr>
<th>Code</th>
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<td>ENGL 110</td>
<td>College Composition I</td>
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<td>ENGL 120</td>
<td>College Composition II or ENGL 125 Introduction to Professional Writing</td>
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<td>ENGL 210</td>
<td>College Composition III</td>
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<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
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<td>COMM 212</td>
<td>Interpersonal Communication</td>
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<td>COMM 216</td>
<td>Intercultural Communication</td>
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</table>

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
**Select one of the following:**  
MATH 103 College Algebra  
MATH 104 Finite Mathematics  
MATH 107 Precalculus  
MATH 165 Calculus I  
MATH 210 Elementary Statistics  

**Lab Science**  
Select two of the following:  
Biol 111 Concepts of Biology  
Biol 150 General Biology I  
Biol 151 General Biology II  
Biol 170 General Zoology  
Chem 115 Introductory Chemistry  
Chem 116 Introduction to Organic and Biochemistry  
Chem 121 General Chemistry I  
Chem 122 General Chemistry II  
Geol 100 Introduction to Earth Science  
Geol 106 The Earth Through Time  
Phys 100 Concepts of Physics  
Phys 110 Introductory Astronomy  
Phys 161 Introductory College Physics I  
Phys 162 Introductory College Physics II  
Phys 251 University Physics I  
Phys 252 University Physics II  
Psych 111L Introduction to Psychology Lab (Corequisite: Psych 111 Introduction to Psychology)  
Psych 161 Technology, Engineering, and Design  

**Wellness**  
HPER 100 Concepts of Fitness and Wellness  

**Technology**  
Select one of the following:  
CIS 170 Introduction to Computer Information Systems  
CSCI 127 Introduction to Programming in Java  
CSCI 160 Introduction to Structured Programming I  
SE 110 Discovering Computing  

**Humanities**  
Select one of the following:  
Engl 220 Introduction to Literature  
Engl 225 Introduction to Film  
Engl 241 World Literature I  
Engl 242 World Literature II  
Engl 261 American Literature I  
Engl 262 American Literature II  
Hum 201 Civilization, Thought, and Literary Heritage  
Psych 200 Ethics and Philosophy of Science  
Span 101 1st Year Spanish I  
Span 102 1st Year Spanish II  
Span 201 2nd Year Spanish I  
Span 202 2nd Year Spanish II  
Thea 110 Introduction to Theatre Arts  
Thea 161 Acting One  

**Art and Music**  
Select one of the following:  
Art 110 Introduction to the Visual Arts  
Hum 202 Fine Arts and Aesthetics  
Mus 100 Music Appreciation  
Mus 101 Music Fundamentals  
Mus 206 World Music  
Mus 207 History of Rock and Roll  

**Social Science**  
Select two of the following:  
Comm 112 Understanding Media and Social Change  
Comm 114 Human Communication  
Econ 201 Principles of Microeconomics  
Econ 202 Principles of Macroeconomics  
Geog 151 Human Geography  
Hist 103 United States to 1877  
Hist 104 United States to Present  
Hist 211 World Civilizations to 1500  
Hist 212 World Civilizations since 1500  
Hist 267 Environmental History  
Hist 270 Native American Studies  
Pols 115 American National Government  
Pols 116 State and Local Government  
Psych 111 Introduction to Psychology  
Soc 110 Introduction to Sociology  
Soc 111 Introduction to Anthropology  

**Additional Humanities or Social Science**  
Select one additional course from Humanities or Social Science or select from the following:  
Art 112 Design  
Art 130 Drawing I  
Art 150 Ceramics I  
Geog 111 Survey of Geography  
Mus 104 Group Piano for Non-Majors  
Mus 105 Group Piano for Non-Majors  
Mus 130 Valkyries  
Mus 131 Concert Choir  
Mus 140 Athletic Band  
Mus 141 Concert Band  
Phys 275 Planetarium Science  
Thea 201 Theatre Practicum  

**Total Credits**: 39

1. PSYC 111L Introduction to Psychology Lab with PSYC 111 Introduction to Psychology will satisfy the Lab Science requirement. PSYC 111 Introduction to Psychology without PSYC 111L Introduction to Psychology Lab will satisfy the Social Science requirement. PSYC 111 Introduction to Psychology may not be used to satisfy both requirements.

**Major Requirement**

<table>
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<th>Code</th>
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<td><strong>Required Technical Specialty</strong></td>
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<td>Students who have successfully completed a ND Department of Career and Technical Education approved post-secondary program in their area of technical specialty from area Career and Technical (CTE) institutions, or possess an associate of applied science degree or its equivalent, are eligible for technical specialty credits. Students who meet work experience requirements, but have not completed an approved Trade, Technical, and Health Education program, may apply for Technical Specialty Life Experience credits through the Prior Learning Assessment Program. Student are strongly encouraged to enroll in CIS 491 Senior Portfolio in their last year of coursework</td>
<td></td>
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<tr>
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<td>Select one of the following options:</td>
<td>36-50</td>
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<tr>
<td></td>
<td>Management/Leadership</td>
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<tr>
<td></td>
<td>Teaching</td>
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**Total Credits**: 36-50
### Option 1 Teaching

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<tr>
<td>CTE 431</td>
<td>History, Philosophy and Practices of Career and Technical Education</td>
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</tr>
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<td>CTE 434</td>
<td>Leadership in Career and Technical Student Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CTE 438</td>
<td>Developing and Managing Competency-Based Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>CTE 490</td>
<td>Methods for Teaching Career &amp; Technical Education Subjects</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 240</td>
<td>Educating Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 450</td>
<td>Trends in Assessment and Educational Issues</td>
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<tr>
<td>TECH 356</td>
<td>Safety and Management in Technical Education</td>
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</tr>
<tr>
<td>TECH 491</td>
<td>Senior Portfolio</td>
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Choose 12 credits from the following:

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<tr>
<td>CTE 432</td>
<td>Coordinating Cooperative Education Learning</td>
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<tr>
<td>CTE 492</td>
<td>Career and Technology Education Teaching Experience 1, 2</td>
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<tr>
<td>or EDUC 492</td>
<td>Clinical Practice</td>
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<tr>
<td>EDUC 300</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Learning Disabilities, Emotional Disorders, and Intellectual Disabilities</td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>SPED 310</td>
<td>Behavior Modification</td>
</tr>
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<td>STEM ED 450</td>
<td>Engineering the Future</td>
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<td>TECH 416</td>
<td>Innovations in Technology</td>
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<tr>
<td>TECH 416L</td>
<td>Innovations in Technology Lab</td>
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**Total Credits** 36

1. If you are intending on licensing in a state other than North Dakota and need a student teaching/mentor-based experience, take CTE 492. You may sign up for a range of credits from 6-12 credits depending on your home state requirements regarding student teaching experience.

2. If you are intending on licensing in North Dakota and need a student teaching/mentor-based experience, you must take EDUC 492 (Fall and Spring) within your first two years of school employment.

### Option 2 Management/Leadership

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<td>ACCT 200</td>
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<td>Elements of Accounting II</td>
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<tr>
<td>BUSI 485</td>
<td>Entrepreneurship</td>
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<tr>
<td>CIS 329</td>
<td>Information Systems Management</td>
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<td>MGMT 330</td>
<td>Principles of Management</td>
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<td>MGMT 340</td>
<td>Human Resource Management</td>
<td>3</td>
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<td>MGMT 372</td>
<td>Foundations of Leadership</td>
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<td>MRKT 305</td>
<td>Principles of Marketing</td>
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<td>TECH 491</td>
<td>Senior Portfolio</td>
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<td>BUSI 350</td>
<td>Operations Management</td>
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<td>CIS 329</td>
<td>Information Systems Management</td>
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<td>COMM 304</td>
<td>Corporate Communication</td>
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<td>COMM 311</td>
<td>Communication and Interviewing</td>
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<td>COMM 312</td>
<td>Gender Communication</td>
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<td>COMM 314</td>
<td>Public Relations</td>
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<td>COMM 360</td>
<td>Group Dynamics</td>
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<td>MRKT 370</td>
<td>Advertising and Promotions</td>
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<td>Social Media Management</td>
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<tr>
<td>MRKT 415</td>
<td>Marketing Research</td>
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</table>

**Total Credits** 37

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**Total General Education** 39 Hrs  
**Total Major Requirement** 71-87 Hrs  
**Total Credits Needed to Graduate** 120 Hrs

For degree and graduation requirements, visit degree requirements and graduation requirements (p. 26).
Career and Technical Education B.S. in Education

Composite Major

Department Chair: Dr. K. Peder Gjovik, peder.gjovik@vcsu.edu, (701) 845-7448
Faculty Contact: Richard Ross, rick.ross@vcsu.edu, (701) 845-7182
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This degree prepares you for teaching positions in Career and Technical Education (CTE) high school and college programs. Graduates with the CTE Composite Major are prepared to teach in trade, industry, technical fields including areas such as automotive technology, construction technology, electronics, health careers, and welding.

Non-teaching program graduates may also seek management or entrepreneurial careers in the private trade, industry, technical or health fields. To be eligible for the degree students should have a documented technical specialty area.

“The CTE baccalaureate degree has helped our CTE faculty become well versed in the Career and Technical Education field. They were experts in their specific occupational fields, but, in most cases, had little background in Career and Technical Education and educational theory. We have seen great personal and professional growth in our CTE faculty who have completed their degrees from VCSU. As a whole they are more confident and skilled in their teaching, and we have seen several assume leadership roles on campus.” —Doug Darling, President, Lake Region State College

“Valley City State University rose to the occasion to assist the Department for Career and Technical Education in its efforts to create a degree program for Trade, Industry, Technical and Health Careers instructors. The content of the degree program is relevant to the needs of teachers with industry experience by adding instructional methodology to their experiences. This partnership has proven to be a very successful collaboration.” —Tony Scheerz, past supervisor; Trade, Industry, Technical and Health Education; North Dakota Department of Career and Technical Education

General Education Requirements

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<td>or ENGL 125</td>
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<td>COMM 212</td>
<td>Interpersonal Communication</td>
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<tr>
<td>HPER 100</td>
<td>Concepts of Fitness and Wellness</td>
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<tr>
<td>CIS 170</td>
<td>Introduction to Computer Information Systems</td>
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<td>Introduction to Programming in Java</td>
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<tr>
<td>CSCI 160</td>
<td>Introduction to Structured Programming I</td>
<td>3</td>
</tr>
<tr>
<td>SE 110</td>
<td>Discovering Computing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 261</td>
<td>American Literature I</td>
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<tr>
<td>ENGL 262</td>
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<tr>
<td>ENGL 263</td>
<td>Civilization, Thought, and Literary Heritage</td>
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<tr>
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<td>Ethics and Philosophy of Science</td>
<td>3</td>
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<td>SPAN 102</td>
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<td>2nd Year Spanish II</td>
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</tr>
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<td>THEA 110</td>
<td>Introduction to Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>THEA 161</td>
<td>Acting One</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Introduction to the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>HUM 202</td>
<td>Fine Arts and Aesthetics</td>
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</tr>
<tr>
<td>MUS 100</td>
<td>Music Appreciation</td>
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<td>MUS 101</td>
<td>Music Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MUS 206</td>
<td>World Music</td>
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Mathematics

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<td>MATH 104</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>MATH 107</td>
<td>Precalculus</td>
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<td>Calculus I</td>
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<td>MATH 210</td>
<td>Elementary Statistics</td>
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Lab Science

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<td>Concepts of Biology</td>
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<tr>
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<td>BIOL 151</td>
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<td>Introductory Chemistry</td>
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<td>CHEM 116</td>
<td>Introduction to Organic and Biochemistry</td>
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<td>General Chemistry I</td>
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<td>General Chemistry II</td>
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<td>Introduction to Earth Science</td>
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<td>GEOL 106</td>
<td>The Earth Through Time</td>
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<td>Concepts of Physics</td>
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<td>Introductory Astronomy</td>
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<td>Introductory College Physics I</td>
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<td>PHYS 252</td>
<td>University Physics II</td>
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<td>Introduction to Psychology Lab (Corequisite: PSYC 111)</td>
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<td>PSYC 111</td>
<td>Introduction to Psychology</td>
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<tr>
<td>TECH 161</td>
<td>Technology, Engineering, and Design</td>
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Wellness

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<tbody>
<tr>
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<td>Civilization, Thought, and Literary Heritage</td>
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<td>PSYC 200</td>
<td>Ethics and Philosophy of Science</td>
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<td>1st Year Spanish I</td>
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</tr>
<tr>
<td>THEA 161</td>
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<td>Music Appreciation</td>
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<td>MUS 101</td>
<td>Music Fundamentals</td>
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<tr>
<td>MUS 206</td>
<td>World Music</td>
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</table>
Students who have successfully completed a ND Department of Career and Technical Education approved post-secondary program in their area of technical specialty from area Career and Technical (CTE) institutions, or possess an associate of applied science degree or its equivalent, are eligible for technical specialty credits. Students who meet work experience requirements, but have not completed an approved Trade, Technical, and Health Education program, may apply for Technical Specialty Life Experience credits through the Prior Learning Assessment Program.

Electives
Students with the consent of their advisor should choose appropriate electives to complete 120 semester credits required for the degree. Students are strongly encouraged to enroll in TECH 491 Senior Portfolio in their last year of coursework.

Total Credits 54-68

Total General Education 39 Hrs
Total Major Requirement 54-68 Hrs
Total Professional Education Sequence 26-32 Hrs
Total Credits Needed to Graduate 120 Hrs
2 Courses to be taken the same semester.

For degree and graduation requirements, visit degree requirements and graduation requirements (p. 26).

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**Chemistry**

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Faculty Contact: Dr. Teather Sundstrom, teather.sundstrom@vcsu.edu, (701) 845-7458
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

**Major**

The degree in Chemistry is designed for those who wish to work as laboratory scientists or for those who are interested in pursuing research or graduate studies. The program is thorough and rigorous, and the explorations of a wide variety of career possibilities in research areas are possible. There are two well equipped research labs and students are encouraged to be involved in research.


**GET INVOLVED IN YOUR MAJOR**

**Pre-Professional Club**

You are invited to join the VCSU Pre-Professional Club upon arrival as VCSU. This club is for students interested in continuing their education in the medical field (including nursing), law, accounting, and graduate school. This club provides support for students going through the application process and provide opportunities to practice aptitude tests such as the GRE, mCAT, LSAT, and DAT. Volunteer work, job shadowing, and educational and leadership opportunities are also part of the club’s activities. The goal is for students to support each other, learn from other students’ experiences, thus making your applications stronger, and increase your chance for successful admission into your program of choice.

**Practical Experience**

Opportunities that are not part of any regular program exist on and off campus to provide sound practical experience, such as student assistants, participation in the campus-tutoring programs, and field studies. Internships at numerous facilities are available to students to develop and apply their skills. Students can do (and have done) internships at Dakota Gasification Company in Beulah, N.D.; American Crystal Sugar in Hillsboro, N.D.; and Cargill Malt Plant in Spiritwood, N.D. They also have completed summer REUs (Research Experience for Undergrads) at NDSU and UND.

On campus, the Rhoades Science Center includes a greenhouse for work in biology and botany, a planetarium and laboratories for biology, chemistry, earth science, physics, computer science, and photography studies. Students have access to:
Infrared spectroscopy, Molecular spectroscopy
Potentiometry, Refractometry and Polarimetry
Organic structure software
Excel data analysis
Fully equipped Aquatic Macroinvertebrate Laboratory and Biomedical Research Laboratory

“The VCSU chemistry program not only provides students with real world experience and technology but also the advantage of knowing their professors and making real connections with them. This is why I chose VCSU and would choose them a thousand times over.” —Bryce Brady ’14, Grafton, N.D.; chem lab field tech, Dakota Gasification Company, Beulah, N.D.

Plan of Study

Fall start - even years

<table>
<thead>
<tr>
<th>First Year</th>
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<td>ENGL 120 (Gen Ed) 3</td>
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<td>Social Science (Gen Ed) 3</td>
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<td>CHEM 330</td>
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<td>PHYS 162 (Gen Ed) 4</td>
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<td>Minor course 3</td>
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Total Credits 120

Fall start - odd years

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</tbody>
</table>

Total Credits 120

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Chemistry Education

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
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Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Chemistry Education major is designed to prepare you for teaching in junior and senior high schools. A Bachelor of Science in Education with a Chemistry major plus 12 semester hours in each of the other sciences (biology, earth and physics) will qualify you to teach those secondary science courses under the No Child Left Behind (NCLB) requirements. Other opportunities, not part of any regular program, exist on campus and provide sound practical experience, such as student assistantships and participation in the campus-tutoring program.

As a Chemistry Education major you are placed into schools for a series of field experiences including Introduction to Education (40 hours); Practicum (80 hours); Culturally Diverse Practicum (25 hours involving 3 consecutive full days in a classroom), and a 12-week student teaching field experience. Student teaching is the culminating experience of the program and the opportunity for students to apply all they have learned.

ACCREDITATIONS
- Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR
- Kappa Delta Pi (KDP)
- Student North Dakota United (SNDU)

Practical Experience

The Rhoades Science Center includes a greenhouse for work in biology and botany, a planetarium and laboratories for biology, chemistry, earth science, physics, computer science, and photography studies. Students have access to: a fully equipped Aquatic Macroinvertebrate Laboratory and Biomedical Research Laboratory; weather stations, river gauge station, infrared spectroscopy, molecular spectroscopy, refractometry, polarimetry, organic structure software, and Excel data analysis.

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

“I was drawn to the excitement and energy the faculty and my fellow Chemistry Ed major students brought to the university. The program challenged me and brought out the best of me as a student and person. We were able to compete and grow as friends inside the classroom/laboratory and outside of it. I made connections I will have the rest of my life.” —Jarvis Knudson ’15, Kulm, N.D.

Plan of Study

Fall start - even years

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Art and Music (Gen Ed)</td>
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<td>CHEM 122</td>
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<tr>
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<th>Credits</th>
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Total Credits 127

Fall start - odd years

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Communication

Department Chair: Jenni Lou Russi, jennilou.russi@vcsu.edu, (701) 845-7319
Faculty Contact: Dr. Jonna Ziniel, jonna.ziniel@vcsu.edu, (701) 845-7431
Department Office: 204 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Communication major, Corporate Cognate, explores organizational, intercultural, and interpersonal skills in marketing, training, and development. This major provides background for public relations, corporate training, organizational communication, and professional public speaking, as well as continued education in communication. The wide variety of classes, combined with an internship, make these graduates highly marketable in today's job market.

Examples of projects you may complete with this major are the creation of training and public relations materials, group problem-solving, service learning projects along with development and implementation of marketing plans. Alumni from our program work in a variety of fields and positions. Students graduating with this major will be prepared for a variety of careers including: corporate trainer, executive recruiter, admission counselor, motivational speaker, marketing manager, communication consultant, corporate education developer, technical writer and researcher, special events coordinator and corporate spokesperson.

Major

The Communication major, Digital Media Management Cognate, explores digital media formats and management while developing skills in public relations, social media management, communication theory and website design. Offering both face-to-face and online classes, this program can be completed exclusively online. The wide variety of classes, combined with an internship, make these graduates highly marketable in today's job market.

Examples of projects you may complete with this major are digital public relations projects for clientele, creation of public relations materials for organizations, creation and management of a digital media campaign and web page development.

Major

The Communication major, Journalism & Media Cognate, explores print, broadcast, and digital communication formats while developing skills in journalism, public relations, digital media, and media convergence. This program is offered both face-to-face and completely online. The wide variety of classes, combined with an internship, make these graduates highly marketable in today's job market.

Alumni from our program work in a variety of fields and positions. Students graduating with this major will be prepared for a variety of careers including: newspaper reporter, public relations practitioner, advertising and marketing specialist, public affairs officer, director of media relations, multimedia writer, media sales representative, campaign director, professional blogger, and digital media manager.

Examples of projects you may complete with this major are digital public relations projects for clientele, creation of public relations materials for organizations, creation and management of a digital media campaign and web page development.

Major

The Communication major, Journalism & Media Cognate, explores print, broadcast, and digital communication formats while developing skills in journalism, public relations, digital media, and media convergence. This program is offered both face-to-face and completely online. The wide variety of classes, combined with an internship, make these graduates highly marketable in today's job market.

Alumni from our program work in a variety of fields and positions. Students graduating with this major will be prepared for a variety of careers including: newspaper reporter, public relations practitioner, advertising and marketing specialist, public affairs officer, director of media relations, multimedia
writer, media sales representative, campaign director, research specialist or columnist.

Examples of projects you may complete with this major are analysis and application of concepts from movies or television programming, creation of public relations materials for organizations, beat reporting, web page development and creation of digital media.

GET INVOLVED IN YOUR MAJOR

- Society of College Journalists
- Lambda Pi Eta
- Student Media

Practical Experience

You will gain many skills throughout your time in this program including: public speaking confidence, interviewing skills, ability to write for a variety of media, tools for effective interpersonal communication, ability to communicate with people from a variety of cultures, and creating new technology including podcasts, web pages, video streaming, and other digital media.

During your junior or senior year, you will have the opportunity to practice your skills and gain hands-on experiences through an internship. Students have recently completed internships through areas such as television stations, radio stations, newspapers, marketing departments, public relation firms, realty offices and social media management departments.

“As a small university, VCSU focuses greatly on helping each individual student find the right internships that are relevant to their degrees and future plans. As a communication major, internships have given me real-world experience in the media and have better prepared me for the future.” —Anna Weisenberger ’14, Jamestown, N.D.

“VCSU’s technology and experienced professors, along with the convenience of earning my degree 100 percent online, provided me with a “real world” education that I am able to put to use in my current job, while readying me for starting my own business down the road.” —Heidi Bollinger, Jamestown, N.D.

Plan of Study

### First Year

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
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14 15

### Second Year

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Total Credits 109-121

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Computer Information Systems

Composite Major

Department Chair: Jamie Paurus, jamie.paurus@vcsu.edu, (701) 845-7723
Faculty Contact: Jamie Paurus, jamie.paurus@vcsu.edu, (701) 845-7723
Department Office: 138 McFarland Hall, (701) 845-7550
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Computer Information Systems major prepares students with a foundation in problem solving skills required to design and implement technology solutions to support business needs. The courses use project-based curricula that first teach the concepts of the subject matter and then require the students to apply the concepts. Students often work in teams to encourage the learning of group dynamics and soft-skills. The CSSE Department has joined in Academic Alliances with technology companies such as SAP, Microsoft, and Oracle, using these technologies to complete hands-on projects.

Students graduating with a Computer Information Systems Degree have a 100 percent in-field job placement rate for the last five years. Career opportunities are Business Analyst, Systems Analyst, Database Administrator, MIS Technician, MIS Manager, Network Administrator, Computer Security Specialist, Computer Programmer, Software Engineer, Software Implementation Consultant, IT Team Leader and IT Project Manager. Visit our page at csse.vcsu.edu or watch the video at www.code.org. You don’t have to be a genius, you just have to be determined. You could be the next Mark Zuckerberg (creator of Facebook) or Jack Dorsey (creator of Twitter). Let your dream become a reality at Valley City State University!

Practical Experience

Students are encouraged to work for internship credits while completing their degree in Computer Information Systems. Companies such as Doosan, Blue Cross Blue Shield of North Dakota, Bobcat, Eide Bailly, Thomson Reuters, Cavendish, John Deere, Microsoft, Appareo Systems, NBC Universal, and Best Buy have welcomed VCSU students in their internship programs.

VCSU students develop excellent technology and soft skills and many are hired into full-time positions with these companies after graduation. In addition to internships, cooperative research projects with faculty give students first-hand experience with advanced research techniques. The undergraduate research ranges from Virtual Reality to the Internet of Things. Students also have the opportunity to participate in activities such as company tours, workshops, fairs, and technology conferences.

“VCSU's course work and internship opportunities have prepared me to excel as a Tech Support Specialist. I strive to constantly learn new abilities and improve my skills every day.” —Matthew Bultema ’17, Lisbon, N.D.; National Information Solutions Cooperative, Mandan ND

Plan of Study

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<th>Freshman</th>
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Total Credits 122

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Elementary Education

Department Chair: Dr. Sheri Okland, sheri.l.okland@vcsu.edu, (701) 845-7184
Faculty Contact: Dr. Sheri Okland, sheri.l.okland@vcsu.edu, (701) 845-7184
Department Office: 326 McFarland Hall, (701) 845-7196
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

A student in the VCSU Elementary Education, upon successful completion of the program, will receive a Bachelor of Science degree in Elementary Education as well as an initial North Dakota teaching license in grades 1-8. Elementary education majors will be required to spend over 150 hours in various field experiences, prior to completing a twelve-week student teaching experience. VCSU strives to prepare its teacher candidates for authentic classroom teaching by exposing them to as many real-world teaching experiences, and will license teacher candidates as substitute teachers in their senior year. This will allow VCSU teacher candidates to experience teaching independently, in addition to their supervised student teaching.

Job placement after graduation is a priority at VCSU and to make its teacher candidates highly marketable mandates teacher candidates to add at least one endorsement, credential or certificate or minor in high need areas such as: kindergarten, English Language Learners (ELLs), special education and STEM education to their Elementary Education major. Job placement rates can be found at http://www.vcsu.edu/teacher_ed/.

ACCREDITATIONS

- Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

- Kappa Delta Pi (KDP)
- Student North Dakota United (SNDU)

Teacher Education Requirements

Students will be typically admitted into Teacher Education during their sophomore year of year after successfully passing the Praxis CORE test. Admission to Teacher Education is also predicated upon a minimum cumulative grade point average (GPA) of 2.75. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed/.

“The VCSU Elementary Education program not only gave me the tools I needed to be a successful teacher, but also the opportunity to be a successful learner. The program prepares pre-service teachers for the realities and excitement of the teaching profession, along with strong support throughout a graduate’s teaching career.” —Samantha Isane ’16, Golden Valley, MN.; Cheney Middle School, West Fargo, ND.

“The Elementary Education program is very personable. The teachers get to know you and help you grow into an amazing teacher!” —Whitney (Hulm) Weigel ’13, Linton, ND.; kindergarten teacher, Napoleon, ND.

“The teacher education program at VCSU prepared me for the realities of teaching today’s children. I feel confident about the theory and practice, as well as using technology in teaching. I recommend VCSU to any prospective elementary teachers.” —Emily (Waswick) Harrison ’14, Gwinner, ND.; West Fargo (N.D.) Public Schools

Plan of Study

First Year

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<th>Credits</th>
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<td>Biology lab science (Gen Ed)</td>
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<td>English Composition (Gen Ed)</td>
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<td>Geology lab Science (Gen Ed)</td>
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<td>COMM 110 (Gen Ed)</td>
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<td>HIST 103 or 104 (Gen Ed)</td>
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Second Year

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Third Year

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Fourth Year

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Total Credits 112-124

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
English

Department Chair: Dr. Julee Russell, julee.russell@vcsu.edu, (701) 845-7440
Faculty Contact: Dr. Julee Russell, julee.russell@vcsu.edu, (701) 845-7440
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The English degree involves the completion of three specific components—the General Education Core required of all VCSU graduates, a mix of required and elective courses in the major that prepare students in one of four specific concentrations (Professional Writing, Literary Studies, Technical Writing, or General English), and a minor of the student’s choosing.

Students work closely with advisors to determine which concentration would best fit future plans, which electives might suit them best term by term, and which minor to pursue. In short, the program is designed to specifically help students find the right mix of courses for both their present desires and future needs, all with the help of advisors who thoroughly know the program.

Since English majors are sought after more for their ability to write well and to read and think critically and more broadly than majors with more narrowly defined skill sets, the English degree can be used for a variety of occupations involving writing, editing, and/or critical thinking, including journalism, publishing, legal work, advertising, marketing, management, technical writing, or any occupation involved with producing written work. English is also an excellent preparatory degree for graduate studies in law, literature or composition studies, physical therapy, and even medical school.

GET INVOLVED IN YOUR MAJOR

English Club — A lively group of majors, minors, and aficionados, E-Club brings literary experiences to campus and/or hits the road to find them.

Sigma Tau Delta — Our local chapter of the International Honor Society for English majors and minors provides another avenue for seeking scholarships, a venue for publishing scholarship, and a vehicle for recognizing academic achievement.

The Forge — The campus literary and arts journal, hosted by our department and staffed by students taking the Literary Publications class, publishes and offers awards for original student work on an annual basis.

Minors

English - Completion qualifies graduates to teach secondary school English or work in fields which require writing and analysis skills.

Technical Writing - Helps prepare graduates for work in fields such as web writing and corporate communications.

“Through my classes and experiences, I have received the skills and knowledge required to perform at the level required by a graduate program. The content covered in my classes prepared me, as did my time tutoring in the Learning Center. The professors care about their students, and they were just as excited as I was when I completed my graduate school application.” - Deborah Haley ‘18, Davenport, ND

Plan of Study

First Year

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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<td>ENGL 110 (Gen Ed)</td>
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Second Year

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Third Year

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Total Credits 120

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
English Education

Department Chair: Dr. Julee Russell, julee.russell@vcsu.edu, (701) 845-7440
Faculty Contact: Dr. Julee Russell, julee.russell@vcsu.edu, (701) 845-7440
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The English Education degree involves the completion of three components—the General Education Core of courses, a Professional Education Sequence for Secondary Education majors, and a mix of required and elective courses in the Major that prepare students for both the certification exams required for teacher licensure, and for the demands of their future classrooms.

Students work closely with advisors in determining which General Education courses best fit their interests as well as determining when to take Required and Professional Education courses. Additionally, offerings in the Literature, Writing, and Communication and Media Studies categories present a variety of choices for students as they develop preferences and grow more savvy about what will help them reach their goals.

VCSU English Education majors often combine their learning with certificates in ELL or Spanish, or a minor in Library and Media Information Services or Teaching English Language Learners depending on their interests, and some even go on to pursue graduate school to build upon their qualifications, to broaden their knowledge base, or both.

ACCREDITATIONS

• Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

English Club — A lively group of majors, minors, and aficionados, E-Club often brings literary experiences to campus and/or hits the road to find them.

Sigma Tau Delta — Our local chapter of the International Honor Society for English majors provides another avenue for seeking scholarships, a venue for publishing scholarship, and a vehicle for recognizing academic achievement.

The Forge — The campus literary and arts journal, hosted by our department and staffed by students taking the Literary Publications class, publishes and offers awards for original student work on an annual basis.

Minors

English - Completion qualifies graduates to teach secondary school English or work in fields which require writing and analysis skills.

Technical Writing - Helps prepare graduates for work in fields such as web writing and corporate communications.

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

*VCSU offers challenging coursework that integrates technology into almost every learning activity. I have learned about using QR codes, online assessments, classroom websites, and online surveys in the classroom. Most importantly, I have appreciated feeling like part of a tight-knit community even while taking online classes. Even though I don’t meet with my professors face-to-face, they still take the time to learn about me and come alongside me to help me exceed my goals. - Bethany Bernston ’18, Fargo, ND.

Plan of Study

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Total Credits 121

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Environmental Science

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Faculty Contact: Dr. Susan Kilgore, susan.kilgore@vcsu.edu, (701) 845-7455
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Environmental Science program prepares students to enter the job force in an environmental-related field, or to further their education in graduate school. This major integrates courses from all of the major fields of science - geology, biology, chemistry, and physics—so it is well-suited for those who are interested in environmental issues, as well as students who enjoy all subjects in science, but prefer not to focus on one specific area.

Many of the courses in the Environmental Science major at VCSU involve frequent field trips to provide hands-on experience. Faculty also encourage students to participate in research projects or internships during the school year and the summer. The Student Opportunities for Academic Research (SOAR) program provides competitive research stipends, and several faculty members in the Science Department also have access to grants to fund student work. Faculty actively help students to search for and apply for internships and jobs with local environmental companies and state and federal agencies. Additionally, guest lecturers from agencies frequently visit classes to discuss employment opportunities.

Graduates of the program will gain the education and experiences necessary to work in a wide variety of well-paying fields, including environmental consulting, natural resource management, the energy industry, public health, and many others. Career opportunities include Environmental Consultant, Environmental Scientist, Environmental Engineer, Environmental Health Specialist, Soil Scientist, Geologist, Biological Scientist, Hydrologist, Agricultural Scientist, Laboratory Technician, Water Scientist, Natural Resource Manager, Technical Writer, and Park or Forest Ranger.

GET INVOLVED IN YOUR MAJOR

- Fisheries and Wildlife Conservation Club
- Pre-Professional Club

Practical Experience

The Rhoades Science Center includes a greenhouse for work in biology and botany, a planetarium, and laboratories for earth science, biology, fisheries and wildlife, chemistry, and physics. Students have access to fully equipped Aquatic Macroinvertebrate and Biomedical Research laboratories, Prairie Waters Education and Research Center, the dam and reservoir at Lake Ashtabula, the Valley City National Fish Hatchery, weather stations, a river gauge station along the Sheyenne River, and two pontoon boats and a 20-foot sampling boat for biology and fisheries field trips.

Technology used by students in this major include: Global Information System (GIS) training, handheld X-ray fluorescence spectrometer, multiparameter water quality sonde, and illuminometer. In addition, VCSU faculty have connections with area agencies, such as the North Dakota Department of Health, USGS Northern Prairie Wildlife Research Center, North Dakota Fish and Game Department, USFWS Wetland Management District, Soil Conservation District, North Dakota State Extension Service, and North Dakota Parks and Recreation.

“I went on a trip to the Boundary Waters with my professor for an archaeological dig. While there, I was able to put my soils and geology knowledge to use. My classroom experience has been phenomenal. Environmental Science is such as well-rounded discipline that our teachers really utilize that aspect. We are able to talk about the biology, chemistry, ecology, economics, philosophy, politics and so much more!” — Michaela Halvorson, Milnor, N.D.

Plan of Study

First Year

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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Exercise Science and Sport Management - Sport Management Concentration B - Composite Major

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Faculty Contact: Sarah Milner, sarah.milner@vcsu.edu, (701) 845-7162
Department Office: 149 Gaukler Wellness Center, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The program of study in the Sport Management concentration is primarily designed to prepare students for careers in the Sport Management industry. The program is housed in the new state-of-the-art Wellness Center. Those enrolled in the program will develop an understanding of the components of leadership, planning, and management of sport and recreation related services by providing students with field experiences where they will be mentored by professionals in the field. Students have a wide range of choices when choosing these experiences. Some include the Valley City Parks and Recreation Department, Gaukler Wellness Center, VCSU Sport Information, and Valley City High School. Through these experiences, students will develop a knowledge base appropriate for careers in sport management, facility management, athletic administration and recreation leadership.

GET INVOLVED IN YOUR MAJOR

The Exercise Science Club provides students in the fitness, exercise science, and wellness fields opportunities to discuss current topics in the profession and provide community outreach programs.

“What I love the most about the Sport Management program is that it’s so diverse. There are many different aspects of the career, and I feel that the staff at VCSU helps to prepare you for all of them. They truly care about you and your future. I’m confident that the Sport Management program at VCSU has given me the knowledge and experience to go out into the real world and be able to obtain a variety of different jobs.” —Bailey Goolsbey, Milnor, N.D.

“The Exercise Science program at VCSU gave me the knowledge and the skills to provide people of all ages with better health and well-being. While attending my last semester my professor helped me get a great internship at the Sanford POWER Center in Fargo, and I was hired onto the POWER staff once I graduated. Without this program and professors at VCSU, I wouldn’t be where I am today.” —Scott Stephenson ’14, Ontario, Calif.; exercise specialist, Sanford POWER

Plan of Study

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Total Credits 120-122

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Plan of Study

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**Total Credits: 121**

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.

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**Exercise Science and Sport Management - Exercise Physiology Concentration A**

**Composite Major**

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242  
Faculty Contact: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242  
Department Office: 149 Gaukler Wellness Center, (701) 845-7580  
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

**Major**

The program of study in the Exercise Physiology concentration seeks to develop knowledge about the profession of Exercise Physiology and to encourage students toward acquiring subject matter knowledge for preparation in both the clinical and non-clinical settings. The Exercise Science curriculum is enhanced by exposure to state of the art equipment and a new exercise physiology lab housed in the new Valley City Health, Wellness and Physical Education Center, that will help to prepare students academically to pursue advanced studies in Exercise Physiology and related fields. Students will utilize a metabolic cart and conduct VO2max and submax tests on subjects of all abilities.

Students who choose Exercise Physiology will be able to engage in hands-on learning experiences that will prepare them for successful graduate studies in such fields as Exercise Physiology, Sport Biomechanics, Physical Therapy, and Occupational Therapy.

**GET INVOLVED IN YOUR MAJOR**

The Exercise Science Club provides students in the fitness, exercise science, and wellness fields opportunities to discuss current topics in the profession and provide community outreach programs.

“The VCSU’s Exercise Science Department has helped me prepare in numerous ways for my future. After my graduation from VCSU I am pursuing a doctorate in physical therapy and working as a Certified Personal Trainer. The smaller class sizes and supportive faculty have helped me in reaching my goals. The program allowed me to grow in knowledge pertaining to all areas of exercise science. You will feel prepared for what ever route you wish to pursue in the field.” —Jenna Coghlan ’15, Valley City, N.D.; physical therapy graduate school, University of Minnesota

“The Exercise Science major at VCSU provided me with excellent background and preparation for graduate studies in clinical exercise physiology. The major courses are practical and highly applicable to understanding and practicing in all aspects of health, fitness, and strength training. The Exercise Science professors at VCSU have real world experience in the field and focus on relating learning concepts in class to real world situations that students will face upon graduation.” —Doug Regester ’14, Jamestown, N.D.; exercise physiology graduate student, University of Mary
Exercise Science and Sport Management - Applied Kinesiology Concentration C

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Faculty Contact: Sarah Milner, sarah.milner@vcsu.edu, (701) 845-7162
Department Office: 149 Gaukler Wellness Center, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major
The Applied Kinesiology concentration is designed for the student who is interested in attaining entry-level positions in health and fitness related fields. The program is housed in the new state-of-the-art VCSU Health, Wellness and Physical Education Center. Students enrolled in the program will develop an understanding of the various components of health and fitness related services by providing students with field experiences where they will be mentored by professionals from their chosen field.

The program of study aims to develop an understanding of the concepts and theories of sport activities, along with health and wellness behaviors of the general public. Students will acquire the skills needed to develop and/or assist other health and fitness professionals in publicly or privately owned and operated businesses in the community.

GET INVOLVED IN YOUR MAJOR
The Exercise Science Club provides students in the fitness, exercise science, and wellness fields opportunities to discuss current topics in the profession and provide community outreach programs.

"Valley City State University provides an excellent learning environment and friendly faculty focused on the student’s success." —Micah Hoy ’10, Sharon, N.D.; Certified Personal Trainer

"VCSU gave me the professional tools to effectively design and implement functional, sport-specific performance enhancement and injury prevention programs. I am thankful for the leadership qualities and exercise science knowledge I obtained at VCSU to coach athletes of all ages, skills sets, and abilities!" —Kyle Skinner ’13, Seattle, Wash.

Plan of Study

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Total Credits 120-122
Exercise Science and Sport Management - Strength and Conditioning Specialist - D

Composite Major

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Faculty Contact: Sarah Milner, sarah.milner@vcsu.edu, (701) 845-7162
Department Office: 149 Gauker Wellness Center, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The program of study in the Strength and Conditioning Specialist concentration is primarily designed to prepare students for careers in the strength and conditioning field. Students choosing this major will find their learning enhanced by exposure to state of the art equipment and a new exercise physiology lab housed in the Health, Wellness and Physical Education Center. The program of study in Strength and Conditioning aims to develop an understanding of the concepts and theories of program design. Students will acquire the skills necessary to develop training and conditioning regimens for athletic and fitness populations. In addition to a curriculum led by a Certified Strength and Conditioning Specialist (CSCS), students complete field experiences where they will be mentored by professionals in the field. Students who complete this program of study will be prepared to seek employment in the sport and fitness industry.

GET INVOLVED IN YOUR MAJOR

The Exercise Science Club provides students in the fitness, exercise science, and wellness fields opportunities to discuss current topics in the profession and provide community outreach programs. Students in this major are also encouraged to attend local conferences led by professionals who are recognized in the area of sports performance.

“[The Strength and Conditioning Concentration at VCSU is more than sitting in a classroom. The staff truly cares about the success of their students and engage with them to pursue opportunities. My opportunity came with a strength and conditioning field experience with the United States Air Force Academy football team, and after graduation I was able to secure a strength and conditioning internship at the United States Olympic Training Center. At VCSU, I’ve made friends that will last a lifetime and have gained an education that has accelerated my career for years to come.”] —Phil Reuer ’14, Kintyre, N.D; strength and conditioning intern at US Olympic Training Center and SDSU

“Valley City State University’s strength and conditioning program has provided me with the professional skills and knowledge to succeed in my field. The staff strives to see you succeed; they engage in your education. The strength and conditioning program offers hands on experience which has greatly improved my skill set and prepared me for my future career.” —Dylan Boyle, Elbow, Saskatchewan, Canada

Plan of Study

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Total Credits 122-126

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Fisheries and Wildlife Science

Composite Major

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Faculty Contact: Dr. Bob Anderson, bob.anderson@vcsu.edu, (701) 845-7338
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Fisheries and Wildlife Sciences degree (B.A. or B.S.) prepares you for careers in wildlife and fisheries management with state and federal agencies, and conservation organizations. Graduates are qualified for federal positions with agencies such as the U.S. Fish and Wildlife Service, U.S. Forest Service, National Park Service, Environmental Protection Agency, U.S. Geological Survey and others. Common conservation organizations include Ducks Unlimited, Pheasants Forever, Delta Waterfowl, and The Nature Conservancy. The degree also prepares you for higher academic degrees. The curriculum allows you to meet the certification requirements of the American Fisheries Society and The Wildlife Society. You have the choice of majoring in the Fisheries Option, Wildlife Option, or Conservation Law Enforcement Option.

Multiple field trips involving hands-on experience are taken in all fisheries and wildlife classes. Faculty strongly encourage students to get summer work experience through fisheries and wildlife internships and actively help students obtain those summer positions. VCSU biology faculty have connections with many area agencies such as the USFWS Wetland Management District, USFWS Fish Hatchery, USGS Northern Prairie Wildlife Research Center, and North Dakota Game and Fish Department. Internships provide you with great practical experience and make our graduates more competitive in the job market. Guest lecturers from various agencies often visit classrooms to lecture on management issues or discuss employment opportunities.

GET INVOLVED IN YOUR MAJOR

Both the VCSU Fisheries and Wildlife Conservation Club and the American Fisheries Society Student Subunit are active organizations that schedule outings and fundraisers. Prairie Waters Education and Research Center is a short drive away from campus. VCSU, nestled in the middle of farm country, is located minutes from wetlands, rivers, and prairie, making for phenomenal hunting and fishing. The lakes of Minnesota are one hour away, and the breath-taking badlands of western North Dakota are four hours away. With these scenic options nearby, the classroom is often reached by foot.

Practical Experience

VCSU is uniquely positioned for students in this major to thrive with the Sheyenne River only 75 yards from the science building for hands-on lab opportunities. The program has two pontoon boats for Fisheries and Limnology field trips at Lake Ashtabula Reservoir and other area lakes. The Rhoades Science Center houses state-of-the-art terrestrial and aquatic biology labs, along with fully equipped Aquatic Macroinvertebrate and Necropsy labs.

“...my favorite memory at VCSU was when my Intro to Fisheries and Wildlife class traveled to South Dakota to band ducks. VCSU does a great job using these kinds of real-life, hands-on activities to take education beyond the classroom and into the real world.” —Candice Kraft ’12, Jamestown, N.D.; teaching assistant, University of Wisconsin–Green Bay

Plan of Study

Fisheries Concentration

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Wildlife Concentration

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**Conservation Law Concentration**

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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Health Education

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Faculty Contact: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Department Office: 149 Gaulker Wellness Center, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Health Education major prepares students to work as health educators within secondary school systems, grades five through twelve. Students will engage in content that includes the study of nutrition, human sexuality, drug education, and contemporary health issues. The curriculum in health education seeks to enhance knowledge in health services, health in the environment, and health instruction in the public schools. Students will become competent in the use of technology and will be able to demonstrate its application in the educational setting. Throughout the curriculum, learners will work with master teachers who will prepare the student to effectively teach in today's health education classroom.

ACCREDITATIONS

- Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

The VCSU SHAPE Club provides students in physical education and health education opportunities to discuss current topics in their respective profession and collaborate to provide community outreach programs. Also on campus, students can join Kappa Delta Pi (KDP) or Student North Dakota United (SNDU) among many other organizations.

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

“When coming to Valley City I was not positive on what I wanted to do. It did not take long after talking to the staff and being in a couple classes that the Health Education Major was for me. Pursuing this degree and being in the program has helped me realize I can make a difference. This program has prepared and given me confidence that I can help the up and coming generations.” —Adam Krueger, Rosholt, S.D.

“Why did I choose the VCSU Health Education and Physical Education majors? These majors at VCSU offer a variety of classes and practicum experiences that give students a great opportunity to become excellent educators in the future. The professors here take extra time to get to know you personally and guide you through your experiences at VCSU to become the best person and teacher you can be.” —Danny Hangaard, Hankinson, N.D.

Plan of Study

First Year

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Second Year

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Third Year

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Fourth Year

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Total Credits 127

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Health Science

Composite Major

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Faculty Contact: Dr. Hilde van Gijssel, hilde.vangijssel@vcsu.edu, (701) 845-7337
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Health Science major is organized to prepare you to pursue professional programs. There is flexibility in pursuing education beyond the undergraduate level, such as medicine, dentistry, optometry, pharmacy, chiropractic, physical therapy, physician assistant, mortuary science. This major combines all of the courses you need to put you on the right track for a biomedical career or for entry level positions that require an understanding of the biomedical field and its practical application, such as jobs in laboratories, hospitals, the government, field offices, and small business and industry.

The program is thorough and rigorous. VCSU prepares you by educating with hands-on opportunities that are usually reserved for graduate students. Our students run the planetarium, conduct research, and gather samples. The department has a strong field and practical application emphasis, and classes involve field study in local areas. Students also travel to regional and national scientific meetings to present on their current research. We pride ourselves in our small class sizes, which makes a superior learning environment for our students. All faculty in the program have earned their Ph.D.s, and several have research grants and research labs which they run with the assistance of VCSU students.

GET INVOLVED IN YOUR MAJOR

The Pre-Professional Club is for students interested in continuing their education in the medical field (including nursing), law, accounting, and graduate school. This club provides support for students going through the application process and provides opportunities to practice aptitude tests such as the GRE, mCAT, LSAT, and DAT. Volunteer work, job shadowing, and educational and leadership opportunities are also part of the club’s activities. The goal is for students to support each other, learn from other students’ experiences, thus making your applications stronger, and increasing your chance for successful admission into your program of choice.

Practical Experience

The Rhoades Science Center includes a greenhouse for work in biology and botany, a planetarium and laboratories for biology, chemistry, earth science, physics, computer science, and photography studies. You will have access to Cell Culture and Synthetic Biology instrumentation and fully equipped Biomedical Research and Aquatic Macroinvertebrate labs. This major provides opportunities that are not part of any regular programs that exist on and off campus that provide sound practical experience, such as student assistants, participation in the campus-tutoring programs, field studies, lab experience with relevant equipment, and biological travel tours. Internships and job shadowing at numerous facilities are available to students to develop and apply their skills.

“Instead of bringing the outside world into the classroom, VCSU brings the classroom out into the world—they make sure that students are doing projects that involve what is going on in the world. The overall concepts were so engrained in everyday lectures that they stuck with me.” — Marcie Bata ’08, Carrington, N.D.; Southeast Central Regional Emergency Preparedness and Response Coordinator for Public Health

“At first I was afraid that I would be behind other students in graduate school, but as time goes by I realize that I am on the same level in some subjects and even ahead on others. I feel so fortunate that I attended VCSU, for I received an excellent foundation to build on.” — Erika Schumacher ’09, veterinarian

Plan of Study

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<th>Credits</th>
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| Total Credits | 15 | 18 |

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
History

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Your experience here will be both enriching and challenging. Our History curriculum offers broad experience in U.S., European, World history, as well as opportunities to study the history of ethnic and social groups and specialized courses such as Environmental history. The study of history sharpens a student’s own sense of values, provides a context for present decision making, and cultivates a more compassionate attitude toward peoples whose way of life may be different from yours. Theory and techniques are also important elements to the degree. History is a non-teaching degree designed to place the history student in a variety of careers such as law, government service, archivist, consultant, foreign services officer, intelligence agent, researcher, and more. This major also prepares students for advanced and specialized graduate study. We will work with you to plan a course of study that meets your needs and interests.

As a History major, you will learn many skills employers desire: analyzing data, logic, critical thinking, researching, and precise writing. To assist you, we encourage you to seek an internship to utilize the skills acquired in the classroom. The Barnes County Historical Museum gives students the opportunities for practical, hands-on experience, archives for research, and community involvement. Both behavioral science and business internships are available for students who lack previous employment experience. Our program will offer you a variety of non-traditional learning opportunities.

Explore History

- www.historians.org (http://www.historians.org)
- www.archivists.org (http://www.archivists.org)
- www.history.com (http://www.history.com)
- www.biography.com (http://www.biography.com)

GET INVOLVED IN YOUR MAJOR

VCSU has an active Phi Alpha Theta/History Club, allowing students to develop leadership skills and promote history across campus. Students have opportunities to present their research at the Dakota History Conference and the Northern Great Plains History Conference, in regional, professional history settings. The Social Science Department also periodically organizes overseas travel opportunities for VCSU students.

“My internship at the Barnes County Museum was a valuable experience. I learned about exhibits, collections, and the daily functions of a museum.”
—Timothy Eppen ’09, Edgeley, N.D.

Plan of Study

First Year

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Second Year

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Third Year

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Total Credits 122

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.

“...opportunities for undergraduate research and professional conferences. My research brought me elbow-deep in museum archives and to afternoon coffee with the sons of a Manhattan Project veteran. I was able to present my research at both the Northern Great Plains History Conference and the Dakota History Conference, where my research earned me the Endowed Western Studies Student Award, conference recognition amongst professionals in the field, and a cash prize for my work. My professors were there to assist me with every step, and challenged me to create my best work.”
—Stephanie McCann ’18, Veronia, N.D.
History Education

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

This degree is primarily designed for public school teaching positions. Fortunately, it opens up opportunities for various related careers in which content knowledge and pedagogy are useful. The history curriculum encompasses a wide range of areas: European, American, world, non-Western and special topics such as environmental and women’s history. The History Education degree is foundational for those who might want to go on to graduate school or advance to other positions in related fields such as government, travel, business, research, media or publishing. The Barnes County Historical Museum gives students the opportunities for practical, hands-on experience, archives for research, and community involvement. We work with each student to create a program of study that prepares him or her for a career as well as meeting personal study interests. Job opportunities in education are currently very strong, and most of our graduates readily find teaching positions.

As a History Education major you are placed into schools for a series of field experiences including Introduction to Education (40 hours); Practicum (80 hours); Culturally Diverse Practicum (25 hours involving 3 consecutive full days in a classroom), and a 12-week student teaching field experience completed in a location that works well for the student and university. Student teaching is the culminating experience of the program and the opportunity for students to apply all they have learned regarding their classroom preparation and field experience opportunities.

Explore History Online

- www.historians.org (http://www.historians.org)
- www.archivists.org (http://www.archivists.org)
- www.history.com (http://www.history.com)
- www.biography.com (http://www.biography.com)

ACCREDITATIONS

- Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

VCSU has an active Phi Alpha Theta/History Club, allowing students to develop leadership skills and promote history across campus. Students have opportunities to present their research at the Dakota History Conference and the Northern Great Plains History Conference, in regional, professional history settings. The Social Science Department also periodically organizes overseas travel opportunities for VCSU students.

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_edu

““The VCSU Social Science Department truly prepared me to excel in the classroom during my student teaching experience. Because of the department’s guidance and command of the subject matter, I entered the school confident in my teaching abilities. The professors not only taught us content, but also strategies to implement to teach the social sciences in an informative and engaging way. I feel very grateful to have learned from the professors I did, and very satisfied about my teaching style that was cultivated due, in part, to this program.” —Scott Westby ’15, Sheyenne, N.D.

Plan of Study

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Total Credits 121
Human Services - Child and Family Studies Concentration

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Emily Fenster, emily.fenster@vcsu.edu, (701) 845-7313
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Human Services major prepares you to meet the growing demand for human service workers, whose occupations encompass a broad range of helping professions. The program combines courses from the disciplines of communications, sociology, and psychology to provide an overall understanding of the field. The curriculum is designed to provide a comprehensive understanding of human behavior and to develop the skills necessary to function as a human services professional.

The Child and Family Studies concentration in the Human Services major prepares graduates who strive to work with a wide range of client populations in a variety of settings. The curriculum provides flexibility through a broader range of multidisciplinary course options, including education, communication, psychology, sociology, management, economics, and health and physical education. After completing a core set of classes, students work with their advisor to tailor elective courses to meet their personal professional objectives.

Students pursuing the Child and Family Studies concentration of the Human Services major prepare themselves for a range of careers focused on the needs of children and/or families in both for-profit and non-profit sectors. The rewarding careers include, but are not limited to, K-12 paraprofessional, preschool and daycare center management, after-school program direction, and work in healthcare and social services agencies. As in the general Human Services concentration, graduates also may pursue careers as a youth worker, social services liaison, director of residential facilities, family support worker, residential counselor, life skills instructor, client advocate, case manager, intake interviewer, community organizer, home health aide, social work (with completion of a master’s degree in social work).

Explore Human Services

- www.nationalhumanservices.org
- www.nd.gov/dhs
- www.hhs.gov
- www.aphsa.org

Practical Experience

Completion of an internship is required. Majors who have a cumulative GPA of 2.50 are eligible to apply for semester-long internships, for which students earn 3-12 credit hours. The internship provides supervised training in various regional agencies and service organizations. Students have completed their internships in various places, such as Head Start, K-12 public schools, Sheyenne Care Center and other long-term care facilities, and Barnes County Social Services.

"VCSU prepared me socially, academically, and professionally for the Human Services field by educating me in Psychology, Sociology, and Communications. I found myself constantly engaged in important..."
Plan of Study

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Total Credits 113

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.

Human Services - Criminal Justice Concentration

Composite Major

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Emily Fenster, emily.fenster@vcsu.edu, (701) 845-7313
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Major

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The Criminal Justice concentration in the Human Services major prepares graduates to find gainful employment in a variety of state and federal law enforcement fields. The major combines courses from various social science disciplines to provide an understanding of human behavior and the political, organizational, social, and behavior aspects of its various components. The Criminal Justice concentration focuses on the sources of criminal behaviors, including perspectives and contributions from criminal justice, political science, psychology, and sociology. The curriculum is designed to develop critical thinking, analytical and research skills to enable students to identify and assess the often conflicting objectives of criminal justice and investigate basic issues and practical problems in criminology and the administration of criminal justice.

Recent graduates have found employment as probation officers, parole officers, case managers, directors of residential facilities, and personnel specialists at local agencies such as James River Correctional Center, Barnes County Juvenile Court, N.D. State Hospital, and Barnes County Sheriff’s Department. Other career opportunities include youth worker, social services liaison, family support worker, residential counselor, life skills instructor, group activities aide, neighborhood worker, client advocate, intake interviewer, community organizer, home health aide, social work assistant, and social work (with completion of a master’s degree in social work).

Explore Human Services
- www.nationalhumanservices.org (http://www.nationalhumanservices.org)
- www.nd.gov/docr/ (http://www.nd.gov/docr)
- www.ncja.org (http://www.ncja.org)

Practical Experience

Completion of an internship is required. Majors who have a cumulative GPA of 2.50 are eligible to apply for semester-long internships, for which students earn 3-12 credit hours. The internship provides supervised training in various regional agencies and service organizations. Students have completed their internships in various places, such as Barnes County Juvenile Court, ND State...
Highway Patrol, James River Correctional Center, and the Barnes County Sheriff's Department.

“The Human Services program at VCSU has provided me with not only experience inside the classroom, but outside as well. I was able to take the skills I learned from my classes and apply them to my internship working with a Human Services organization. Throughout this experience, I was able to build up my resume to prepare myself for future endeavors.” —Malik Jackson, Las Vegas, Nev.

“The Human Services program is full of passionate people who keep the experience interesting and serve as a great support system. VCSU’s close connection with the community creates unique opportunities for everyone.” —Trinity Potts, LaMoore, N.D.

### Plan of Study

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Total Credits 122

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Human Services - General Human Services Concentration

Composite Major

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Emily Fenster, emily.fenster@vcsu.edu, (701) 845-7313
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Human Services major prepares you to meet the growing demand for human service workers, whose occupations encompass a broad range of helping professions. The program combines courses from the disciplines of communications, sociology, and psychology to provide an overall understanding of the field. The curriculum is designed to provide a comprehensive understanding of human behavior and to develop the skills necessary to function as a human services professional.

The general concentration in the Human Services major prepares graduates who strive to work with a wide range of client populations in a variety of settings. The curriculum provides flexibility through a broader range of multidisciplinary course options, including political science, communication, psychology, sociology, management, economics, and health and physical education.

Recent graduates have found employment as case managers, directors of residential facilities, probation officers, parole officers, and personnel specialists at local agencies. Other career opportunities are: youth worker, social services liaison, director of residential facilities, family support worker, residential counselor, life skills instructor, client advocate, case manager, intake interviewer, community organizer, home health aide, social work (with completion of a master’s degree in social work).

Explore Human Services

- www.nationalhumanservices.org (http://www.justice.gov)
- www.nd.gov/dhs (http://www.nd.gov/dhs)
- www.hhs.gov (http://www.hhs.gov)
- www.aphsa.org (http://www.aphsa.org)

Practical Experience

Completion of an internship is required. Majors who have a cumulative GPA of 2.50 are eligible to apply for semester-long internships, for which students earn 3-12 credit hours. The internship provides supervised training in various regional agencies and service organizations. Students have completed their internships in various places, such as Head Start, K-12 public schools, Sheyenne Care Center and other long-term care facilities, and Barnes County Social Services.

“VCSU prepared me socially, academically, and professionally for the Human Services field by educating me in Psychology, Sociology, and Communications. I found myself constantly engaged in important conversations while being introduced to paradigm-shifting perspectives, which have helped me as a professional and, most importantly, a human being.” —Jacob Olson '15, Valley City, N.D.; victim services/prevention coordinator, Abused Persons Outreach Center, Valley City, N.D.

Plan of Study

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Total Credits 122

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Human Services - Gerontology Concentration

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Emily Fenster, emily.fenster@vcsu.edu, (701) 845-7313
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Human Services major prepares you to meet the growing demand for human service workers, whose occupations encompass a broad range of helping professions. The program combines courses from the disciplines of communications, sociology, and psychology to provide an overall understanding of the field. The curriculum is designed to provide a comprehensive understanding of human behavior and to develop the skills necessary to function as a human services professional.

According to the U.S. Census, approximately 21 percent of the U.S. population will be 65 or older by 2030. With more individuals living longer, there is an increasing demand for professionals with knowledge and experience focusing on Gerontology (the study of aging). The Gerontology concentration in the Human Services major prepares graduates to work in a variety of settings, including social service agencies, government agencies, health care institutions, nonprofit organizations, long-term care facilities, and retirement communities.

The major takes a multidisciplinary approach to provide an understanding of the field, human behavior, and the role of individuals working in helping professions. The Gerontology concentration focuses on understanding the progression of the life course, the complexity of the aging process, and variations in individual life experiences. The curriculum, which includes courses in communication, gerontology, psychology, sociology, and recreation and leisure studies, is designed to enhance critical thinking, communication, and problem solving skills relevant to professions addressing aging-related issues and topics.

Recent graduates have found employment as case managers, directors of residential facilities, personnel specialists, probation officers, and parole officers at local agencies. Other career opportunities are social services liaison, group activities coordinator, home health aide, intake interviewer, client advocate, family support worker, residential counselor, life skills instructor, community organizer, youth worker, social work assistant, and social work (with completion of a master’s degree in social work).

Explore Human Services
- www.nationalhumanservices.org (http://www.nationalhumanservices.org)
- www.nd.gov/dhs/services/adultsaging/ (http://www.nd.gov/dhs/services/adultsaging)
- www.asaging.org (http://www.asaging.org)
- www.geron.org (http://www.geron.org)

Practical Experience

Completion of an internship is required. Majors who have a cumulative GPA of 2.50 are eligible to apply for semester-long internships, for which students earn 3-12 credit hours. The internship provides supervised training in various regional agencies and service organizations. Students have completed their internships in various places, such as:

- Sheyenne Care Center and other long-term care facilities
- Open Door Center
- Barnes County Social Services
- Abused Persons Outreach Center

Plan of Study

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| Total Credits 16 | 15 |

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| Total Credits 15 | 15 |

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| Total Credits 16 | 15 |

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Mathematics

Department Chair: Dr. Preston Bush, preston.bush@vcsu.edu, (701) 845-7151
Faculty Contact: Dr. Preston Bush, preston.bush@vcsu.edu, (701) 845-7151
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Mathematics is the foundation for all science, technology and engineering. It is an interesting major in its own right. Mathematical sophistication is a fundamental skill for a technical society like ours. Mathematics is a major that leads to careers in business, industry and government as well as graduate study in a large variety of disciplines. There is plentiful demand in the job market for individuals skilled in mathematics. This major follows the guidelines of the Committee on Undergraduate Programs in Mathematics established by the Mathematical Association of America.

A mathematics major has a wide variety of job opportunities; some may require additional education. These may range from business statistician, credit manager, network programmer, meteorologist, financial consultant, economist, stockbroker, robotics programmer, property appraiser or even a software support specialist.

Explore Mathematics

- www.mathjobs.org (http://www.mathjobs.org)
- www.ams.org/eims (http://www.ams.org/eims)

“VCSU provided me with the opportunity to complete a double major and compete in college football. The math education program gave me the knowledge and practical experiences that prepared me for my current teaching career.” —Trent Kosel ’11, Edgeley, N.D.; math teacher and football coach, Northern Cass Public Schools, N.D.

Plan of Study

Mathematics Concentration

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Total Credits 117-119

Applied Mathematics for Engineers Concentration

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<tr>
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</table>
Mathematics Education

Department Chair: Dr. Preston Bush, preston.bush@vcsu.edu, (701) 845-7151
Faculty Contact: Dr. Jamie Wirth, jamie.wirth@vcsu.edu, (701) 845-7734
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Teaching mathematics can be an interesting and rewarding career choice. Strong demand continues for teachers in mathematics. In recent years, VCSU graduates in Math Education have enjoyed 100% job placement and most have been under contract with a school district prior to graduation. Also, math education majors are often sought by employers outside of education who recognize that students successfully completing a math education degree possess strong analytical skills, people skills, and activity management skills. These characteristics are sought by government, industry, and business.

ACCREDITATIONS

- Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

- Kappa Delta Pi (KDP)
- Student North Dakota United (SNDU)

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

"VCSU provided me with the opportunity to complete a double major and compete in college football. The math education program gave me the knowledge and practical experiences that prepared me for my current teaching career." — Trent Kosel ’11, Edgeley, N.D.; math teacher and football coach, Northern Cass Public Schools, N.D.

Plan of Study

First Year

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<tr>
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Total Credits 119

Second Year

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Plan of Study

First Year

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<td>MATH 107</td>
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16 14

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Medical Laboratory Science

Composite Major

Department Chair: Dr. Andre DeLorme, andre.delorme@vcsu.edu, (701) 845-7573
Faculty Contact: Dr. Hilde van Gijssel, hilde.vangijssel@vcsu.edu, (701) 845-7337
Department Office: 203 Rhoades Science Center, (701) 845-7452
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Medical Laboratory Science (MLS) major trains essential members of the health care team. Graduates of this major study and practice diagnostic medicine and generate accurate and reliable test results in chemistry, hematology, immunology, immunohematology, and microbiology. Results of these tests provide key information to help in the diagnosis and treatment of disease. This major at VCSU is meant to give students career opportunities particularly in rural areas.

According to the Bureau of Labor Statistics, job opportunities in this field are expected to be excellent. Employment of medical laboratory workers is expected to grow by 14 percent between 2008–2018, faster than the average for all occupations (www.bls.gov/ooh).

GET INVOLVED IN YOUR MAJOR

Pre-Professional Club

The Pre-Professional Club is for students interested in continuing their education in the medical field (including nursing), law, accounting, and graduate school. This club provides support for students going through the application process and provide opportunities to practice aptitude tests such as the GRE, mCAT, LSAT, and DAT. Volunteer work, job shadowing, and educational & leadership opportunities are also part of the club’s activities. The goal is for students to support each other, learn from other students’ experiences, thus making your applications stronger, and increasing your chance for successful admission into your program of choice.

Western College Alliance

Valley City State University has an affiliation agreement with the University of North Dakota for this major. This is considered the 3+1 track, and students in this track are from affiliated universities in the Western College Alliance for Medical Laboratory Science. Each of the affiliated colleges have aligned specific curriculum content in their first three years with UND’s MLS program. The universities that do not offer the professional courses such as hematology, clinical immunology, or medical microbiology contract with the University of North Dakota to deliver these courses by distance learning.

Medical Laboratory Science Certificate

Students in this major take part in a very prescribed program. The first six semesters for the MLS degree are completed at VCSU in the pre-professional phase. Upon successful completion of all required prerequisite coursework, the student applies to UND to complete the professional phase. This consists of a summer practicum experience at the UND campus in Grand Forks, ND, followed by two semesters in a clinical setting at a UND MLS clinical affiliate. The student will graduate in the MLS major with a degree from Valley City State University and a certificate from UND.
# Plan of Study

## Fall start - even years

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<thead>
<tr>
<th>First Year</th>
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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Music

Composite Major

Department Chair: Christopher Redfearn, christopher.redfearn@vcsu.edu, (701) 845-7377
Faculty Contact: Christopher Redfearn, christopher.redfearn@vcsu.edu, (701) 845-7377
Department Office: 113 Foss Hall, (701) 845-7272
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Music Major

The BA/BS major in music is designed to give students a flexible approach to their undergraduate study. In addition to the core classes required of all music majors, students use electives to craft a degree program to suit their interests. Students may elect to focus on performance, musicology, theory/composition, recording and production, or other areas. Each student will end their music studies with a capstone experience of their choice, such as a recital, thesis, composition, or production. Many music graduates work as professional performers, artists, and teachers. The BA/BS in music is also an effective pre-professional degree, serving as a gateway to graduate studies, law school, or medical school.

Practical Experience

There are many venues for students to share their performance abilities: Concert Choir, Concert Band, Orchestra, Athletic Band, Jazz Ensemble, University Singers, Quantum Brass, Woodwind Ensemble, and Opera Ensemble.

“My VCSU music degree has given me an excellent foundation for graduate school and the next step toward my professional career.” — Bridget Erlet ’05, Oriska, N.D.

Plan of Study

First Year

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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<td>MUS 109</td>
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<td>MUS 111</td>
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Second Year

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MUS 205 | 2 |
MUS 331 | 3 |
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MUS 332 | 3 |

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Third Year

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Fourth Year

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<td>Social Science (Gen Ed)</td>
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16
16

Total Credits 120

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Music Education

Composite Major

Department Chair: Christopher Redfearn, christopher.redfearn@vcsu.edu, (701) 845-7377
Faculty Contact: Christopher Redfearn, christopher.redfearn@vcsu.edu, (701) 845-7377
Department Office: 113 Foss Hall, (701) 845-7272
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The BS in Music Education degree program at VCSU is designed to give students the skills needed to be a successful 21st-century music teacher. Students learn performance skills on their primary instrument while gaining practical experience in conducting and leading a traditional ensemble. In addition, students gain experience in the modern world of music, including recording and production, integrating jazz and popular music in the curriculum, and experimenting with current technology and teaching trends in music. The music education degree is offered in a combined track, providing experience in both choral and instrumental education.

Accreditation

- Council for the Accreditation of Educator Preparation (CAEP)
- National Association of Schools of Music (NASM)

GET INVOLVED ON CAMPUS

- National Association for Music Education (NAfME) Student Chapter
- American Choral Director’s Association (ACDA) Student Chapter

Practical Experience

There are many venues for students to share their performance abilities: Concert Choir, Concert Band, Orchestra, Athletic Band, Jazz Ensemble, University Singers, Quantum Brass, Woodwind Ensemble, and Opera Ensemble.

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

“Valley City State University was the perfect environment to learn about teacher education for the music classroom. The combination of small classroom sizes and close faculty-student relationships allowed me to grow as a teacher through the faculty’s great experience.” —Brad Lambrecht ’05, Lisbon, N.D.; orchestra and music director, Alexandria (Minn.) Public Schools

Plan of Study

Fall Even Entry

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<th>First Year</th>
<th>Credits</th>
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<td>Applied Music</td>
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| Secondary Ensemble (Gen Ed) | 1 | | |
| **Total Credits** | **17** | **17** | **17** |

#### Fifth Year

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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Physical Education K-12

Department Chair: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Faculty Contact: Diane Burr, diane.burr@vcsu.edu, (701) 845-7242
Department Office: 149 Gaukler Wellness Center, (701) 845-7580
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Physical Education major is designed to prepare students for teaching physical education, grades K-12. Students will engage in content that includes the study of human anatomy and physiology, biomechanics, outdoor recreational pursuits, motor skills, and activities for the physical educator. At Valley City State University, our goal is to produce great physical educators who will make a difference in the lives of the students they will teach. This goal is accomplished by providing students ample opportunities to practice and develop key teaching skills while engaging in the physical education content. Students will become competent in the use of technology and will be able to demonstrate its application in the educational setting. Throughout the curriculum, learners will work with master teachers who will prepare the student to effectively teach in today's physical education classroom.

ACCREDITATIONS

• Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

The VCSU SHAPE Club provides students in physical education and health education opportunities to discuss current topics in their respective profession and collaborate to provide community outreach programs. On campus, there are many organizations for students to join, including Kappa Delta Pi (KDP) and Student North Dakota United (SNDU).

Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

“I really respect the way the faculty model the ideals of what a physically active person should be. And I’ve taken a lot of those ideals and will apply them into my own future career as an educator.” —Jace Ruby ’14, Little Falls, Minn.; PE teacher, Little Falls, Minn.

“Being in the VCSU Physical Education major has made me more than excited to be a future educator. The great teachers here have prepared me tremendously and have helped me realize I am in the right career path. At Valley City State I have never felt like a number but felt like an individual that matters. Every day in this program I know I am in the right place.” —Adam Krueger, Rosholt, S.D.

“Once I got to VCSU, the positive atmosphere only grew, and I could see how much the staff, faculty, and other students cared about my well-being. I wasn’t a number on a class list, but rather a face that got recognized and a name that was remembered.” —Kaitlyn Heuring, Winnipeg, Manitoba, Canada

Plan of Study

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<th>First Year</th>
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Total Credits 127

“Why did I choose the VCSU Health Education and Physical Education majors? These majors at VCSU offer a variety of classes and practicum experiences that give students a great opportunity to become excellent educators in the future. The professors here take extra time to get to know you personally and guide you through your experiences at VCSU to become the best person and teacher you can be.” —Danny Hangaard, Hankinson, N.D.
Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.

**Psychology**

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107  
Faculty Contact: Dr. Kathryn Woehl, kathryn.woehl@vcsu.edu, (701) 845-7316  
Department Office: 315 McFarland Hall, (701) 845-7310  
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

**Major**

The psychology major has historically been one of three social science cornerstones to a liberal arts education. Along with sociology and anthropology, it prepares individuals for a number of occupational and professional paths. These paths range from graduate studies in counseling and clinical psychology to law school and the health professions. In addition, an increasing demand for services is present in areas such as corrections, social work, rehabilitation, addictions, and other community and personnel services through non-profit organizations.

Accommodating flexible scheduling needs of those who seek this major, courses in the psychology program are offered through a combination of traditional face-to-face and online courses. Program faculty offer a high quality learning experience, assist in degree planning, serve as mentors, and guide advisees toward completion of their professional goals.

Career opportunities for students who enter the workforce immediately after graduation include child welfare case worker, direct care associate, employment counselor, human resources specialist, insurance (sales and claims representative), probation officer, day care provider, special education paraprofessional, and case manager.

Many undergraduate psychology majors choose to pursue graduate education in areas such as School Counseling, Mental Health Counseling, Clinical Psychology, Marriage and Family Counseling, Forensic Psychology, Social Work, Experimental Psychology, Occupational or Physical Therapy, Law, and School Psychology.

**Explore Psychology**

- www.careersinpsychology.org (http://www.careersinpsychology.org)
- www.apa.org (http://www.apa.org)

**GET INVOLVED IN YOUR MAJOR**

The Human Services and Psychology Club was created in 2011 and has become a very active group at VCSU. Club membership is open to anyone with an interest in the fields of Psychology or Human Services. Students have planned a variety of events including: holiday dances for individuals with intellectual disabilities, Eating Disorders Awareness Week activities and speakers, informational sessions about graduate school applications and career options, and booths in the annual VCSU Health and Wellness Fair. Students form relationships with others in their major and gain valuable skills in leadership and collaboration.

**Practical Experience**

As a student you may opt to apply for a professional internship as part of the elective block of courses in Psychology. Credits range from three to twelve, depending on the nature and scope of the experience. A wide variety of opportunities exist to match individual interests and needs with an appropriate field placement. Former students have interned at state
hospitals, outreach centers, police and sheriff departments, community corrections, Head Start, fire departments, and public school counseling offices.

“My favorite part of the VCSU psychology program is the people. I have gotten to know most of the students in my major and the professors know us by name. It is much easier to succeed with a support system like this.” —Trinity Potts, Lamoure, N.D.

“What I have found most beneficial about the Psychology program at VCSU are the small class sizes and the relationship students are able to build with their professors. This creates a welcoming atmosphere for discussion on tough issues related to the field. Here everyone has a voice and is encouraged to use it.” —Malik Jackson, Las Vegas, Nev.

Plan of Study

First Year

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Third Year

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Fourth Year

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<td><strong>Total</strong></td>
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</table>

Total Credits 117

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Social Science

Composite Major

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Social Science curriculum encompasses a wide range of areas: geography, political science, economics, sociology and history; all explore the ways that human beings, as societies or cultures, relate to each other and their environments and how they establish structured systems to effectively govern and administer their activities. Each of the areas has a knowledge base and a point of view that is distinctly its own, but together they form a cohesive grouping of studies designed to train students to deal with people in a wide variety of settings and to manage the problems of society. The wide variety of subject matter is designed to produce generalists who may either value their education as an end in itself, use the Social Science degree as a springboard to career placement in related fields, or who elect to pursue graduate work in a more specialized context.

Career opportunities include law, government service, museum work, archivist, broadcasting, campaign worker, consultant, editor, foreign service officer, intelligence agent, journalist, researcher, and more.

Explore Social Science

- www.ssrc.org/ (http://www.ssrc.org)

GET INVOLVED IN YOUR MAJOR

VCSU has an active Phi Alpha Theta/History Club, allowing students to develop leadership skills and promote history across campus. Students have opportunities to present their research at the Dakota History Conference and the Northern Great Plains History Conference, in regional, professional history settings. The Social Science Department also periodically organizes overseas travel opportunities for VCSU students.

Practical Experience

You are encouraged to earn credits by extending your learning beyond the classroom. The Barnes County Historical Museum gives students the opportunities for practical, hands-on experience, archives for research, and community involvement. Both behavioral science and business internships are available if you lack previous employment experience. You may earn credit in an internship program that provides supervised training in regional areas.

“My experiences in the VCSU Social Science Department have prepared me so well for a teaching career. Not only do the professors provide challenging and personalized curriculum, but they are truly invested in each student’s success. The professors knew my name within the first few weeks of my first semester, and continued to help me reach my goals and grow academically and professionally, even during my student teaching.”
—Stephanie McCann ’18, Veronia, N.D.

Plan of Study

First Year

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Fourth Year

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Total Credits 121
Social Science Education

Composite Major

Department Chair: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Faculty Contact: Dr. Anthony Dutton, ad@vcsu.edu, (701) 845-7107
Department Office: 315 McFarland Hall, (701) 845-7310
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The curriculum for a Social Science Education major is designed to enhance your understanding and interest in professional education within the Social Science area as well as to produce a Social Science professional who is a knowledge-based decision maker. The curriculum encompasses a wide range of areas: geography, political science, economics, sociology, anthropology, and history; all explore the ways that human beings, as societies or cultures, relate to each other and their environments and how they establish structured systems to effectively govern and administer their activities. Each area has a distinct knowledge base and point of view that collectively form a cohesive grouping of studies designed to train students to deal with people in a wide variety of settings and help manage the problems of society. The Barnes County Historical Museum gives students the opportunities for practical, hands-on experience, archives for research, and community involvement. In comparison to the History Education degree, Social Science Education is broader in coursework, preparing students to meet more diverse needs. Job opportunities in this field of education are currently very strong, and most of our graduates readily find teaching positions.

Explore Social Science

- www.ssrc.org/ (http://www.ssrc.org)

ACCREDITATIONS

- Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

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Teacher Education Requirements

Students are typically admitted into Teacher Education during their sophomore year or beginning of their junior year of college. This program requires a minimum cumulative GPA of 2.75 or higher and successful completion of the Praxis I test. Additional criteria for Admission to Teacher Education can be found at the following website: www.vcsu.edu/teacher_ed.

Practical Experience

As a Social Science Education major you are placed into schools for a series of field experiences including Introduction to Education (40 hours); Practicum (80 hours); Culturally Diverse Practicum (25 hours involving 3 consecutive full days in a classroom), and a twelve-week student teaching field experience completed in a location that works well for the student and
university. Student teaching is the culminating experience of the program and the opportunity for students to apply all they have learned regarding their classroom preparation and field experience opportunities.

“VCSU challenges students to grow, and that’s achieved by giving students opportunities both on and off campus to test and strengthen their abilities. I’m a better writer and student because of the Dakota History Conference and numerous opportunities VCSU has given me.” —Mark Huber ’09, Ellendale, N.D.

“The VCSU Social Science Department truly prepared me to excel in the classroom during my student teaching experience. Because of the department’s guidance and command of the subject matter, I entered the school confident in my teaching abilities. The professors not only taught us content, but also strategies to implement to teach the social sciences in an informative and engaging way. I feel very grateful to have learned from the professors I did, and very satisfied about my teaching style that was cultivated due, in part, to this program.” —Scott Westby ’15, Sheyenne, N.D.

### Plan of Study

#### First Year

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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Software Engineering

Composite Major

Department Chair: Jamie Paurus, jamie.paurus@vcsu.edu, (701) 845-7723
Faculty Contact: Jamie Paurus, jamie.paurus@vcsu.edu, (701) 845-7723
Department Office: 138 McFarland Hall, (701) 845-7550
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Software Engineering (SE) is all around us. The IT industry is a diverse field impacting virtually every business—from the service industry and technology companies to manufacturing specialists and health care professionals within large companies and small businesses. VCSU’s Software Engineering, the only major of its kind in the North Dakota University System, prepares students with problem solving skills required to create software solutions to meet the needs of employers. The CSSE Department has joined in Academic Alliances with technology companies such as SAP, Microsoft, and Oracle, using these technologies to complete hands-on projects. Students often work in teams to encourage the learning of group dynamics and soft-skills. Nontraditional IT majors may be interested in Software Engineering because of the inclusion of humanistic issues such as project management, requirements gathering, and human computer interaction. Students with an SE degree can become software engineers, software developers, software architects, IT project managers, business analysts, systems analysts, software developers, cyber security managers and more.

Visit our page at csse.vcsu.edu or watch the video at www.code.org (http://www.code.org). You don’t have to be a genius, you just have to be determined. You could be the next Mark Zuckerberg (creator of Facebook) or Jack Dorsey (creator of Twitter). Let your dream become a reality at Valley City State University!

Practical Experience

Students are encouraged to work for internship credits while completing their degree in Software Engineering. Companies such as Doosan, Blue Cross Blue Shield of North Dakota, Bobcat, Eide Bailly, Thomson Reuters, Cavendish, John Deere, Microsoft, Appareo Systems, NBC Universal, and Best Buy have welcomed VCSU students in their internship programs. VCSU students develop excellent technology and soft skills and many are hired into full-time positions with these companies after graduation. In addition to internships, cooperative research projects with faculty give students first-hand experience with advanced research techniques. The undergraduate research ranges from Virtual Reality to the Internet of Things. Students also have the opportunity to participate in activities such as company tours, workshops, fairs, and technology conferences.

“I am grateful for the education I received from VCSU and the encouragement I got from faculty, staff, and peers at VCSU. I feel prepared to continue my work in technology at Target, setting my sights on future leadership roles.” — Tara Cleveland ‘16, Menahga, MN; Software Engineer

Plan of Study

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</tbody>
</table>

Total Credits 121

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Technology Education

Department Chair: Dr. K. Peder Gjovik, peder.gjovik@vcsu.edu, (701) 845-7448
Faculty Contact: Dr. K. Peder Gjovik, peder.gjovik@vcsu.edu, (701) 845-7448
Department Office: 132 Rhoades Science Center, (701) 845-7444
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

Technology Education stresses design, critical thinking skills and problem-solving abilities. Also provided is career awareness and information about a wide variety of careers to help students prosper in an information and technology rich society. VCSU is a recognized leader in the nation for preparing technologically literate technology education teachers. The Technology Education program supports the STEM fields of Science, Technology, Engineering and Mathematics. This program stresses important skills and knowledge of content, tools and processes that will allow you to help young students prepare for their future careers.

ACCREDITATIONS

• Council for the Accreditation of Educator Preparation (CAEP)

GET INVOLVED IN YOUR MAJOR

• Kappa Delta Pi (KDP)
• Student North Dakota United (SNDU)

Teacher Education Requirements

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“I was doing a practicum day in a middle school in inner city Wichita and the teachers were blown away with what I am learning in this program. Being in that school reaffirmed the reasons I decided to teach. I know I have something to give to these kids and can’t wait to make a difference. They were ready to find me a job in the district; I believe I will be doing my student teaching there with them. If it was not for Valley City State, I would not even be able to have this chance. Thank you.” —Brandon Watkins ’09

Plan of Study

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<th>First Year</th>
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<td>STEM ED 342</td>
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| | | | | | |
| Total Credits | 121-122 |

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
University Studies

Department Chair: Cory Burger, cory.burger@vcsu.edu, (701)845-7302
Faculty Contact: Cory Burger, cory.burger@vcsu.edu, (701)845-7302
Department Office: Vangstad 018, The CAVE, (701)845-7302
Schedule a Visit: http://visit.vcsu.edu/, (701) 845-7101 or (800) 532-8641, ext. 7101

Major

The Bachelor of University Studies is a customizable degree in which students can build their own degree to fit their academic and career goals. The degree is designed to help students who are unsure of what they want to major in, as well as, those who want to attend VCSU but wish to customize their academic experience.

The degree has two tracks of completion. Track I requires students to complete the General Education Core required of all VCSU graduates, the declaration of a major concentration area and a minor concentration area, along with the completion of UNIV 100 Introduction to University Studies, UNIV 110 Study Skills UNIV 120 Career Development, and UNIV 491 University Studies Capstone Course. Track II requires students to complete the General Education Core required of all VCSU graduates, three concentration areas, and the completion of UNIV 100 Introduction to University Studies, UNIV 110 Study Skills, UNIV 120 Career Development, and UNIV 491 University Studies Capstone Course.

Students will work closely with the Director of Student Academic Services to develop concentrations that meet career goals, which electives might suit them best term by term, and which minor concentration areas to pursue. In short, taking a skills and experience based approach, we've designed our program to specifically help students find the right mix of courses for both their present desires and future needs.

In an ever changing world, the Bachelor of University Studies allows students to develop a degree that fits their needs. Within the University Studies major, students will develop a particular set of skills that are necessary to their career goals. This means the careers available to University Studies students are wide ranging. Additionally, the University Studies degree allows students to customize a degree that prepares them for graduate studies in a wide range of subjects.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<td>Fall</td>
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<td>English Composition (Gen Ed)</td>
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<td>Technology (Gen Ed)</td>
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<td>Wellness (Gen Ed)</td>
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<td>Social Science (Gen Ed)</td>
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<tr>
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Total Credits 121

Please note: This plan is intended for general information only. Students are strongly encouraged to meet with their academic advisor each semester before registration.
Minors

For full listing of programs, see Undergraduate Programs. (p. 51)

- Art Minor (p. 113)
- Athletic Coaching Minor (p. 113)
- Biology Minor (p. 114)
- Business Minor (p. 114)
- Business Software Applications Minor (p. 114)
- Chemistry Minor (p. 114)
- Communication Minor (p. 115)
- Computer Science Minor (p. 115)
- Earth and Environmental Science Minor (p. 115)
- English Minor (p. 115)
- Health Education Minor (p. 115)
- History Minor (p. 116)
- Human Resources Minor (p. 116)
- Library Media and Information Science Minor (p. 116)
- Marketing Minor (p. 116)
- Mathematics Minor (p. 117)
- Music Education Minor (p. 117)
- Music Minor (p. 117)
- Music Production & Recording Minor (p. 117)
- Physical Education (Elementary and Secondary) Minor (p. 118)
- Physics Minor (p. 118)
- Piano Pedagogy Minor (p. 118)
- Psychology Minor (p. 118)
- Sociology Minor (p. 118)
- Spanish Minor (p. 118)
- Teaching English Language Learners Minor (p. 119)
- Technical Writing Minor (p. 119)
- Technology Education Minor (p. 119)
- Theatre Minor (p. 119)

Art Minor

<table>
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<tr>
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<tbody>
<tr>
<td>ART 112</td>
<td>Design</td>
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<tr>
<td>ART 120</td>
<td>Painting I</td>
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<tr>
<td>ART 130</td>
<td>Drawing I</td>
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<tr>
<td>ART 170</td>
<td>Printmaking I</td>
<td>3</td>
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<tr>
<td>ART 210</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>or ART 211</td>
<td>Art History II</td>
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<tr>
<td>ART 230</td>
<td>Drawing II</td>
<td>3</td>
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<tr>
<td>ART 265</td>
<td>Sculpture I</td>
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<tr>
<td>or ART 150</td>
<td>Ceramics I</td>
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Electives

Select 3 hours from the following:

- ART 180 Photography I
- ART 210 Art History I
- ART 221 Painting II
- ART 265 Sculpture I
- ART 271 Printmaking II
- ART 280 Photography II
- ART 311 Art History III
- ART 330 Drawing III
- ART 397 VCSU CSA Internship
- ART 399 Special Topics
- ART 411 Art History IV
- ART 494 Undergraduate Research
- ART 497 Internship

Total Credits 24

1 Required

Athletic Coaching Minor

<table>
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<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HPER 109</td>
<td>Exercise Techniques and Program Design</td>
<td>3</td>
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<tr>
<td>HPER 207</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>2</td>
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<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
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<tr>
<td>HPER 309</td>
<td>Sport Nutrition Concepts</td>
<td>3</td>
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<tr>
<td>HPER 350</td>
<td>Sport Ethics</td>
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<tr>
<td>HPER 498</td>
<td>Coaching Practicum</td>
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Students taking Coaching Practicum must register for HPER 498 and arrange the Practicum through the course instructor. Prerequisites HPER 207 and HPER 210

Electives

Select 4 hours from the following:

- HPER 301 Philosophy and Application of Football Coaching
- HPER 302 Philosophy and Application of Basketball Coaching
- HPER 303 Philosophy and Application of Volleyball Coaching
- HPER 304 Philosophy and Application of Baseball and Softball Coaching
- HPER 305 Philosophy and Application of Track and Field Coaching

Electives

Select 4 hours from the following:

- COMM 415 Sports Information
- HPER 212 Introduction to Stress Management
- HPER 300 Drug Education and Information
- HPER 301 Philosophy and Application of Football Coaching
- HPER 302 Philosophy and Application of Basketball Coaching
### Biology Minor

<table>
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<tbody>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic and Biochemistry</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
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<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
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<tr>
<td>BIOL 151</td>
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<td>BIOL 170</td>
<td>General Zoology</td>
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<tr>
<td>BIOL 220</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIOL 221</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>BIOL 310</td>
<td>Microbiology</td>
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<tr>
<td>BIOL 311</td>
<td>Botany</td>
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<tr>
<td>BIOL 312</td>
<td>Botany</td>
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<tr>
<td>BIOL 315</td>
<td>Genetics</td>
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<tr>
<td>BIOL 330</td>
<td>North Dakota Flora</td>
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<tr>
<td>BIOL 343</td>
<td>Ornithology</td>
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<tr>
<td>BIOL 347</td>
<td>Aquatic Entomology</td>
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<td>BIOL 355</td>
<td>Mammalogy</td>
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<td>BIOL 375</td>
<td>Conservation Biology</td>
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<td>BIOL 410</td>
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<td>Biostatistics and Experimental Design</td>
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<td>BIOL 470</td>
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<td>BIOL 294</td>
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<tr>
<td>BIOL 394</td>
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<td>BIOL 199</td>
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<td>BIOL 299</td>
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<td>BIOL 399</td>
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A total of 4 credits from BIOL x94 may be applied as directed electives. For the B.S. in Education degree, the student must substitute BIOL 490, if not already taken.

**Total Credits** 21

### Business Software Applications Minor

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<td>ACCT 200</td>
<td>Elements of Accounting I</td>
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<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
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<tr>
<td>BUSI 336</td>
<td>Business Data Solutions</td>
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<td>BUSI 337</td>
<td>Authoring Digital Publications</td>
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<tr>
<td>BUSI 338</td>
<td>Business Data Solutions</td>
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<tr>
<td>CIS 128</td>
<td>Microcomputer Hardware I</td>
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<tr>
<td>CIS 162</td>
<td>Operating Systems</td>
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<td>CIS 269</td>
<td>Enterprise Systems</td>
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<tr>
<td>MGMT 235</td>
<td>Diversity in the Workplace</td>
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<td>MRKT 319</td>
<td>Website Authoring</td>
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B.S. in Education students must take BUSI 490 Methods and Materials for Teaching Business Subjects instead of a programming course.

**Total Credits** 24

### Chemistry Minor

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<td>CHEM 330</td>
<td>Quantitative Analysis I</td>
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<td>CHEM 341</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM 361</td>
<td>Physical Chemistry I</td>
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<tr>
<td>CHEM 362</td>
<td>Physical Chemistry II</td>
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<tr>
<td>CHEM 365</td>
<td>Inorganic Chemistry</td>
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<td>CHEM 194</td>
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<td>CHEM 294</td>
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<td>CHEM 394</td>
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**Total Credits** 24

### Business Minor

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<tbody>
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<td>ACCT 201</td>
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<tr>
<td>BUSI 214</td>
<td>Business Communications</td>
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<td>CHEM 331</td>
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<tr>
<td>CHEM 342</td>
<td>Organic Chemistry II</td>
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</tr>
<tr>
<td>CHEM 360</td>
<td>Elements of Biochemistry</td>
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<tr>
<td>CHEM 395</td>
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<td>CHEM 411</td>
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<tr>
<td>CHEM 425</td>
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<tr>
<td>CHEM 294</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>CHEM 394</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 24

The same courses may not be used to fulfill requirements in two areas except when the student is graduating with a double major or more than one minor.
For the Bachelor of Science in Education degree, the student must substitute CHEM 490 Secondary Science Methods and Techniques if not already taken, for a directed elective.

**Communication Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 216</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Concentrations

- **Total Credits**: 18

**Concentration in Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 200</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 311</td>
<td>Communication and Interviewing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

At least 9 credits from additional Communication courses at the 300 level or above

- **Total Credits**: 18

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 200</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 211</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>THEA 110</td>
<td>Introduction to Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Any other COMM or THEA courses.

- **Total Credits**: 9

1 Students may use only two credits each of THEA 201 Theatre Practicum and THEA 401 Theatre Workshop toward minor.

**Earth and Environmental Science Minor**

**Required General Education Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115 or CHEM 121</td>
<td>Introductory Chemistry</td>
<td></td>
</tr>
<tr>
<td>PHYS 100 or PHYS 161</td>
<td>Concepts of Physics</td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100</td>
<td>Introduction to Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 106</td>
<td>The Earth Through Time</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 300</td>
<td>Environmental Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Soil Science and Survey</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select 8 hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 267</td>
<td>Environmental History</td>
<td></td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Environmental Contaminants</td>
<td></td>
</tr>
<tr>
<td>BIOL 375</td>
<td>Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Field Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 413</td>
<td>Restoration and Plant Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 455</td>
<td>Introduction to GIS</td>
<td></td>
</tr>
<tr>
<td>BIOL 470</td>
<td>Limnology</td>
<td></td>
</tr>
<tr>
<td>GEOL 416</td>
<td>Hydrology</td>
<td></td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Introductory Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHYS 275</td>
<td>Planetarium Science</td>
<td></td>
</tr>
</tbody>
</table>

- **Total Credits**: 24

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

**English Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 310</td>
<td>Writing in the Major</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 371</td>
<td>Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 480</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

- Literature Electives above 220

- Writing Electives

- **Total Credits**: 22

1 For the Bachelor of Science degree in Education, the student will take ENGL 350: Young Adult Reading and Literature and ENGL 490: Methods of Teaching English as literature electives.

2 For the Bachelor of Science degree in Education, the student will take ENGL 300: Grammatical Analysis as a writing elective.

Students are required to contact the Language and Literature Dept Chair for information about the minor.

**Computer Science Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 160</td>
<td>Introduction to Structured Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 161</td>
<td>Introduction to Structured Programming II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 12 hours from courses with the prefix CSCI, SE, or CIS.

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

- **Total Credits**: 18

1 For the Bachelor of Science degree in Education, the student will take ENGL 350: Young Adult Reading and Literature and ENGL 490: Methods of Teaching English as literature electives.

2 For the Bachelor of Science degree in Education, the student will take ENGL 300: Grammatical Analysis as a writing elective.

**Health Education Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111</td>
<td>Concepts of Biology</td>
<td></td>
</tr>
</tbody>
</table>
### History Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103</td>
<td>United States to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 104</td>
<td>United States to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 211</td>
<td>World Civilizations to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 212</td>
<td>World Civilizations since 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 470</td>
<td>Topics in Non-Western History</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

Select 6 hours from the following:

| BIOL 220 | Human Anatomy and Physiology I                  | 3       |
| BIOL 221 | Human Anatomy and Physiology II                 | 3       |
| BIOL 310 | Microbiology                                     | 3       |
| BIOL 315 | Genetics                                        | 3       |
| HPER 207 | Prevention and Care of Athletic Injuries        | 3       |
| HPER 208 | Introduction to Physical Education              | 3       |
| HPER 212 | Introduction to Stress Management               | 3       |
| HPER 258 | Applied Anatomy, Physiology, and Human Performance | 3   |
| HPER 259 | Applied Anatomy, Physiology, and Human Performance | 3   |
| HPER 306 | Fundamentals of Teaching Health and Physical Education | 3   |
| HPER 385 | Introduction to Adapted Physical Education      | 3       |
| HPER 410 | Organization and Administration of Physical Education and Sport | 3   |
| MATH 321 | Applied Probability and Statistics              | 3       |
| PSYC 370 | Abnormal Psychology                             | 3       |
| SOC 251  | Introduction to Gerontology                     | 3       |

Total Credits 26

### Human Resources Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 304</td>
<td>Corporate Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 311</td>
<td>Communication and Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 483</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 235</td>
<td>Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 270</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 340</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

### Library Media and Information Science Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMIS 250</td>
<td>Introduction to Libraries and Information Service</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 360</td>
<td>Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 365</td>
<td>The Organization of Information</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 370</td>
<td>Reference Sources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 430</td>
<td>Administration of the School Library Media Center</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 445</td>
<td>Standards for Effective Libraries</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 470</td>
<td>Current Issues in Librarianship</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

| EDUC 330 | Children's Literature                           | 3       |
| or ENGL 350 | Young Adult Reading and Literature           | 3       |

ND Library Media and Credential Information Completion of the five basic courses (LMIS 250, LMIS 360, LMIS 365, LMIS 370, and LMIS 430) in the Library Minor and Teacher Certification qualifies students as Library Media Specialists at LM03 level in ND.
Completion of the Library Minor (24 hours) as as described in the catalog and ND Teacher Certification qualifies students as a Library Media Specialist in ND at the LM02 level.

Total Credits 24

### Marketing Minor

The Marketing minor is designed to meet the requirements to teach marketing as set forth by the ND Department of Career & Technical Education. Students seeking CTE certification must take BUSI 490 Methods and Materials for Teaching Business Subjects, CTE 431 History, Philosophy and Practices of Career and Technical Education, CTE 432 Cooperate Education Learning, CTE 434 Leadership in Career and Technical Student Organizations.

### Teaching

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 370</td>
<td>Advertising and Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 405</td>
<td>Retailing</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Teaching Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 490</td>
<td>Methods and Materials for Teaching Business Subjects</td>
<td>3</td>
</tr>
<tr>
<td>CTE 434</td>
<td>Leadership in Career and Technical Student Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Directed Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 434</td>
<td>Leadership in Career and Technical Student Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>
Select 6 hours from the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 337</td>
<td>Authoring Digital Publications</td>
<td>6</td>
</tr>
<tr>
<td>BUSI 350</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>CTE 431</td>
<td>History, Philosophy and Practices of Career and Technical Education</td>
<td></td>
</tr>
<tr>
<td>CTE 432</td>
<td>Coordinating Cooperative Education Learning</td>
<td></td>
</tr>
<tr>
<td>COMM 314</td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>MGMT 235</td>
<td>Diversity in the Workplace</td>
<td></td>
</tr>
<tr>
<td>MGMT 340</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 372</td>
<td>Foundations of Leadership</td>
<td></td>
</tr>
<tr>
<td>MRKT 319</td>
<td>Website Authoring</td>
<td></td>
</tr>
<tr>
<td>MRKT 340</td>
<td>Professional Sales</td>
<td></td>
</tr>
<tr>
<td>MRKT 414</td>
<td>Social Media Management</td>
<td></td>
</tr>
<tr>
<td>MRKT 415</td>
<td>Marketing Research</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 24

**Non-Teaching**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 370</td>
<td>Advertising and Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 405</td>
<td>Retailing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Teaching Electives**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRKT 340</td>
<td>Professional Sales</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 415</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Directed Electives**

Select 6 hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 337</td>
<td>Authoring Digital Publications</td>
<td>6</td>
</tr>
<tr>
<td>BUSI 350</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>COMM 314</td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>MGMT 235</td>
<td>Diversity in the Workplace</td>
<td></td>
</tr>
<tr>
<td>MGMT 340</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 372</td>
<td>Foundations of Leadership</td>
<td></td>
</tr>
<tr>
<td>MRKT 319</td>
<td>Website Authoring</td>
<td></td>
</tr>
<tr>
<td>MRKT 414</td>
<td>Social Media Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 24

**Mathematics Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 265</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Linear Algebra and Matrices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 6 hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 127</td>
<td>Introduction to Programming in Java</td>
<td></td>
</tr>
<tr>
<td>CSCI 160</td>
<td>Introduction to Structured Programming I</td>
<td></td>
</tr>
<tr>
<td>CSCI 161</td>
<td>Introduction to Structured Programming II</td>
<td></td>
</tr>
<tr>
<td>CSCI 385</td>
<td>Programming Language Topics</td>
<td></td>
</tr>
<tr>
<td>MATH 208</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 266</td>
<td>Introduction to Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 340</td>
<td>Algebraic Structures I</td>
<td></td>
</tr>
<tr>
<td>MATH 394</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>MATH 400</td>
<td>History and Philosophy of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 494</td>
<td>Undergraduate Research</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 24

**Music Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 206</td>
<td>World Music</td>
<td></td>
</tr>
<tr>
<td>or MUS 207</td>
<td>History of Rock and Roll</td>
<td></td>
</tr>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 200</td>
<td>Music Convocation</td>
<td>0</td>
</tr>
<tr>
<td>100 Level Applied Music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>200 Level Applied Music</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ensembles (choose any from MUS 130, 131, 132, 133, 134, 140, 141, 142, 143, 144, 145, 146, 148)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Electives (from MUS courses)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 21

1 Student must take MUS 200 concurrently with Applied Music

**Music Education Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Concert Choir</td>
<td>0-1</td>
</tr>
<tr>
<td>MUS 144</td>
<td>Percussion Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 152</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 205</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 326</td>
<td>Guitar Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 390</td>
<td>Music in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (Any MUS credits): 2

Total Credits: 20-21

**Music Production & Recording Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Composition</td>
<td>1</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 209</td>
<td>Modern Audio Recording</td>
<td>2</td>
</tr>
<tr>
<td>MUS 210</td>
<td>Audio Production in the Studio</td>
<td>2</td>
</tr>
<tr>
<td>MUS 308</td>
<td>Modern Audio Recording</td>
<td>3</td>
</tr>
<tr>
<td>MUS 309</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 311</td>
<td>Advanced Audio Production in the Studio</td>
<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 154</td>
<td>Applied Guitar</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives: 3
Courses from BUSI, COMM, MGMT, MRKT, or MUS

Total Credits 23

Physical Education (Elementary and Secondary) Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111</td>
<td>Concepts of Biology</td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 206</td>
<td>Fundamentals of Teaching Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HPER 208</td>
<td>Introduction to Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
<td>1</td>
</tr>
<tr>
<td>HPER 220</td>
<td>Practical Application of Fitness Education</td>
<td>3</td>
</tr>
<tr>
<td>HPER 314</td>
<td>Activities for the Physical Educator</td>
<td>3</td>
</tr>
<tr>
<td>HPER 325</td>
<td>Instructional Methods in the Elementary Physical Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>HPER 385</td>
<td>Introduction to Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HPER 490</td>
<td>Methods of Teaching K-12 Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

The student seeking a Physical Education minor is required to pass a proficiency test in swimming. The test is given during the final exam week of each semester. Total Credits 21

Physics Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 251 &amp; 251L</td>
<td>University Physics I and University Physics I Lab</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 252 &amp; 252L</td>
<td>University Physics II and University Physics II Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives**

Select 12 hours from the following: (14)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Physical Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 412</td>
<td>Physical Chemistry II</td>
<td></td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 265</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 266</td>
<td>Introduction to Differential Equations</td>
<td></td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Concepts of Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Introductory Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHYS 161</td>
<td>Introductory College Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 162</td>
<td>Introductory College Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 275</td>
<td>Planetarium Science</td>
<td></td>
</tr>
<tr>
<td>PHYS 395</td>
<td>Laboratory Preparation and Management</td>
<td></td>
</tr>
<tr>
<td>PHYS 494</td>
<td>Undergraduate Research</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

Psychology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 333</td>
<td>Music History &amp; Literature III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 378</td>
<td>Applied Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 379</td>
<td>Piano Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>

The student must achieve a grade of C or better in each of the specified courses. Total Credits 20

Psychology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 12 hours from the following: (12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 310</td>
<td>Behavior Modification</td>
<td></td>
</tr>
<tr>
<td>PSYC 350</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 380</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSYC 440</td>
<td>Cognition and Brain Science</td>
<td></td>
</tr>
<tr>
<td>PSYC 480</td>
<td>Health Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
<td></td>
</tr>
<tr>
<td>SOC 251</td>
<td>Introduction to Gerontology</td>
<td></td>
</tr>
<tr>
<td>SOC 390</td>
<td>Criminology and Delinquency</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

1 Only three credits can come from SOC courses.

Sociology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 422</td>
<td>Social Science Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Any SOC prefix course can be used to complete this section. (15)

Total Credits 21

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

Spanish Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>1st Year Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>1st Year Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>2nd Year Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 202 &amp; 203</td>
<td>2nd Year Spanish II or 3rd Year Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 215</td>
<td>Spanish Conversation</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 220</td>
<td>Introduction to Hispanic Literature</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 250</td>
<td>Hispanic Culture and Civilization</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 345</td>
<td>History and Geography of Spain and Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 396</td>
<td>Travel to a Spanish Speaking Country</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 23
Teaching English Language Learners

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 283</td>
<td>Understanding Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 361</td>
<td>Foundations of Bilingual/Multicultural Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 363</td>
<td>Assessing ELL Proficiency</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 390</td>
<td>Methods of Teaching ELL</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 464</td>
<td>Practicum in the ELL Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 309</td>
<td>Linguistics and Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 409</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**
Select 5-6 hours from the following:
- COMM 218 Intercultural Communication
- EDUC 313 Language and Literacy in Early Childhood Education
- ENGL 300 Grammatical Analysis
- ENGL 350 Young Adult Reading and Literature

In addition, students must complete one semester or equivalent (one year of high school foreign language study or other as determined by the Department Chair) of college level study in non-native language.

Total Credits: 22-23

Technical Writing Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 410</td>
<td>Technical and Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 420</td>
<td>Online Communication and Documentation</td>
<td>3</td>
</tr>
<tr>
<td>CIS 329</td>
<td>Information Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS/SE 381</td>
<td>Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Directed Electives**
Select twelve hours from the following:
- CIS 180 Creating Web Pages I
- CIS 369 Enterprise Systems
- CIS 371 Enterprise Systems II
- CIS/SE 380 Systems Analysis and Design
- CIS 440 Advanced Digital Web Design
- COMM 315 Digital Communication
- COMM 414 Social Media Management
- CSCI 127 Introduction to Programming in Java

Total Credits: 24

Technology Education Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM ED 306</td>
<td>Inventions and Innovations - Technology Education for Children</td>
<td>2</td>
</tr>
<tr>
<td>STEM ED 306L</td>
<td>Inventions and Innovations - Technology Education for Children Lab</td>
<td>1</td>
</tr>
<tr>
<td>STEM ED 331</td>
<td>Innovation and Engineering Design</td>
<td>2</td>
</tr>
<tr>
<td>STEM ED 331L</td>
<td>Innovation and Engineering Design Lab</td>
<td>1</td>
</tr>
<tr>
<td>STEM ED 411</td>
<td>STEM Curriculum and Methods</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 431</td>
<td>Design for Engineering</td>
<td>2</td>
</tr>
<tr>
<td>STEM ED 431L</td>
<td>Design for Engineering Lab</td>
<td>1</td>
</tr>
<tr>
<td>STEM ED 450</td>
<td>Engineering the Future</td>
<td>3</td>
</tr>
<tr>
<td>TECH 330</td>
<td>Exploring Technology</td>
<td>2</td>
</tr>
<tr>
<td>TECH 330L</td>
<td>Exploring Technology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**
Select 3 hours from the following:
- STEM ED 310 Design, Technology and Engineering for Children
- STEM ED 310L Design, Technology and Engineering for Children Lab
- STEM ED 342 Building Math
- STEM ED 355 STEM Curriculum and Methods for Elementary
- TECH 300 3D Modeling and Design
- TECH 300L 3D Modeling and Design Lab
- TECH 371 Technology Systems
- TECH 371L Technology Systems Lab
- TECH 391 Foundations of Technology
- TECH 391L Foundations of Technology Lab
- TECH 394 Independent Study
- TECH 416 Innovations in Technology
- TECH 416L Innovations in Technology Lab
- TECH 456 Intelligent Machines
- TECH 456L Intelligent Machines Lab
- TECH 478 Technology Assessment
- TECH 478L Technology Assessment Lab

Total Credits: 24

Theatre Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 110</td>
<td>Introduction to Theatre Arts 1</td>
<td>3</td>
</tr>
<tr>
<td>THEA 161</td>
<td>Acting One 2</td>
<td>3</td>
</tr>
<tr>
<td>THEA 201</td>
<td>Theatre Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td>THEA 270</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THEA 361</td>
<td>Acting II - Advanced Acting</td>
<td>3</td>
</tr>
<tr>
<td>or THEA 404</td>
<td>Musical Theatre</td>
<td></td>
</tr>
<tr>
<td>THEA 365</td>
<td>Directing the Play</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**
Select 9 hours from the following:
- MUS 170 Jazz Improvisation
- ART 112 Design
- THEA 201 Theatre Practicum 3
- THEA 229 Fundamentals of Creative Dramatics
- THEA 350 Costume and Makeup Design
- THEA 401 Theatre Workshop 3
- THEA 404 Musical Theatre
- THEA 494 Undergraduate Research
- THEA 497 Internship 3

Total Credits: 25-26

1 Cannot count course for General Education requirement and Theatre minor
2 Up to four credits (each) may be used for the Theatre minor
3 Up to two credits (each) may be used for the Theatre minor
Certificates

For full listing of programs, see Undergraduate Programs. (p. 51)

- Athletic Coaching Certificate (p. 120)
- Customer Relationship Management Certificate (p. 120)
- Digital Design Certificate (p. 120)
- Enterprise Applications Certificate (p. 120)
- Music Composition Certificate (p. 120)
- Music Production & Recording Certificate (p. 121)
- Piano Pedagogy Certificate (p. 121)
- Professional Sales Certificate (p. 121)
- Spanish Certificate (p. 121)
- STEM Education - Elementary Certificate (p. 121)
- STEM Education - Secondary Certificate (p. 121)
- Strength and Conditioning Certificate (p. 121)

Athletic Coaching Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 109</td>
<td>Exercise Techniques and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>HPER 207</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
<td>1</td>
</tr>
<tr>
<td>HPER 350</td>
<td>Sport Ethics</td>
<td>2</td>
</tr>
<tr>
<td>HPER 498</td>
<td>Coaching Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives
Select one of the following:

- HPER 212 | Introduction to Stress Management | 2 |
- HPER 300 | Drug Education and Information | 1 |
- HPER 309 | Sport Nutrition Concepts | 1 |
- HPER 338 | Modern Sports Officiating | 1 |
- HPER 410 | Organization and Administration of Physical Education and Sport | 1 |
- HPER 425 | Psychology of Coaching      | 1 |

Select one of the following:

- HPER 301 | Philosophy and Application of Football Coaching | 1 |
- HPER 302 | Philosophy and Application of Basketball Coaching | 1 |
- HPER 303 | Philosophy and Application of Volleyball Coaching | 1 |
- HPER 304 | Philosophy and Application of Baseball and Softball Coaching | 1 |
- HPER 305 | Philosophy and Application of Track and Field Coaching | 1 |
- HPER 499 | Special Topics       | 1 |

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

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

Total Credits 14

Customer Relationship Management Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 276</td>
<td>Business Language</td>
<td>3</td>
</tr>
<tr>
<td>CIS 420</td>
<td>Internet Languages</td>
<td>3</td>
</tr>
<tr>
<td>CIS 470</td>
<td>Customer Relationship Management (CRM) and Business Intelligence (BI)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 14

Digital Design Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 130</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 230</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 440</td>
<td>Advanced Digital Web Design</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 337</td>
<td>Authoring Digital Publications</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 319</td>
<td>Website Authoring</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 19

Enterprise Applications Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 369</td>
<td>Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>SE 381</td>
<td>Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 12-13 hours from the following:

- CIS 276 | Business Language                           | 3       |
- CIS 371 | Enterprise Systems II                       | 3       |
- CIS 410 | Advanced Business Languages                 | 3       |
- CIS 470 | Customer Relationship Management (CRM) and Business Intelligence (BI) | 3 |
- CIS 475 | Integration of Business Processes in SAP ERP | 3       |
- CSCI 160 | Introduction to Structured Programming I   | 3       |
- CSCI 365 | Programming Language Topics                 | 3       |
- SE 380 | Systems Analysis and Design                 | 3       |
| SE 385 | Database Theory/Design                       | 3       |

Total Credits 18-19

Music Composition Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 201</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Composition (2 semesters)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 220</td>
<td>Composition (1 semester)</td>
<td>1</td>
</tr>
</tbody>
</table>

The Certificate in Composition can be completed in three semesters with a specific focus in the study of compositional styles, transformational procedures in composition, and their creative applications.

Total Credits 15
## Music Production & Recording Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Music Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 109</td>
<td>Music Theory I</td>
<td></td>
</tr>
<tr>
<td>MUS 209</td>
<td>Modern Audio Recording</td>
<td>2</td>
</tr>
<tr>
<td>MUS 309</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 311</td>
<td>Advanced Audio Production in the Studio</td>
<td>3</td>
</tr>
<tr>
<td>MUS 312</td>
<td>Electronic Music Production</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>MUS 150</td>
<td>Applied Piano</td>
<td></td>
</tr>
<tr>
<td>MUS 154</td>
<td>Applied Guitar</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

## STEM Education - Secondary Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM ED 355</td>
<td>STEM Curriculum and Methods for Elementary</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

## Piano Pedagogy Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 331</td>
<td>Music History &amp; Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 332</td>
<td>Music History &amp; Literature II</td>
<td></td>
</tr>
<tr>
<td>MUS 378</td>
<td>Applied Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 379</td>
<td>Piano Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

## Spanish Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>1st Year Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>1st Year Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>2nd Year Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>2nd Year Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 215</td>
<td>Spanish Conversation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
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</tr>
</tbody>
</table>

## Professional Sales Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MGMT 270</td>
<td>Business Ethics</td>
<td>9</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>MRKT 340</td>
<td>Professional Sales</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
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</tbody>
</table>

## Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 314</td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>MRKT 370</td>
<td>Advertising and Promotions</td>
<td></td>
</tr>
<tr>
<td>MRKT 405</td>
<td>Retailing</td>
<td></td>
</tr>
<tr>
<td>MRKT 414</td>
<td>Social Media Management</td>
<td></td>
</tr>
<tr>
<td>BUSI 497</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

## Strength and Conditioning Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 109</td>
<td>Exercise Techniques and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>HPER 209</td>
<td>Sport Nutrition Concepts</td>
<td>3</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid &amp; CPR</td>
<td>1</td>
</tr>
<tr>
<td>or HPER 211</td>
<td>Emergency Response Management</td>
<td></td>
</tr>
<tr>
<td>HPER 259</td>
<td>Applied Anatomy, Physiology, and Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>HPER 384</td>
<td>Fitness Assessment and Prescription</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

## STEM Education - Elementary Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM ED 306</td>
<td>Inventions and Innovations - Technology Education for Children</td>
<td>2</td>
</tr>
<tr>
<td>STEM ED 306L</td>
<td>Inventions and Innovations - Technology Education for Children Lab</td>
<td>1</td>
</tr>
<tr>
<td>STEM ED 310</td>
<td>Design, Technology and Engineering for Children</td>
<td>2</td>
</tr>
<tr>
<td>STEM ED 310L</td>
<td>Design, Technology and Engineering for Children Lab</td>
<td>1</td>
</tr>
<tr>
<td>STEM ED 342</td>
<td>Building Math</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
Credentials

For full listing of programs, see Undergraduate Programs. (p. 51)

- Title I Reading Credential (p. 122)

**Title I Reading Credential**

All coursework leading to the credential is offered online.

1. Hold a valid North Dakota educator’s professional license.
2. Have a major, or endorsement, in elementary education.
3. Complete the following courses:
   - EDUC 375 Teaching Reading in the Content Areas 2
   - EDUC 313 Language and Literacy in Early Childhood Education 2
   - EDUC 321 Foundations of Reading Instruction 3
   - EDUC 323 Methods of Reading in the Elementary School 2
   - EDUC 330 Children’s Literature 3
   - EDUC 240 Educating Exceptional Students 2
   - EDUC 340 Learning Disabilities, Emotional Disorders, and Intellectual Disabilities 3

4. Complete a minimum of eight semester hours in no fewer than three courses. The coursework must consist of no more than two classes from each of the following areas:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>Early Childhood</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>313</td>
<td>Language and Literacy in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC</td>
<td>Research &amp; Literature in Reading/Language Arts</td>
<td></td>
</tr>
<tr>
<td>321</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>323</td>
<td>Methods of Reading in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>330</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDUC</td>
<td>Exceptional Child</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>Educating Exceptional Students</td>
<td>2</td>
</tr>
<tr>
<td>340</td>
<td>Learning Disabilities, Emotional Disorders, and Intellectual Disabilities 3</td>
<td>3</td>
</tr>
</tbody>
</table>

To obtain a reading credential, students apply to the North Dakota Department of Public Instruction after graduation and attainment of their initial North Dakota license for elementary teaching.

Endorsements

For full listing of programs, see Undergraduate Programs. (p. 51)

- Early Childhood Endorsement (p. 122)
- Kindergarten Endorsement (p. 122)
- ND Middle Level Endorsement (p. 122)
- Strategist Special Education Endorsement (p. 123)
- Teaching English Language Learners (ELL) Endorsement (p. 123)

Early Childhood Endorsement

Accredited online coursework for Early Childhood Endorsement

The ND Early Childhood Endorsement certifies teachers to teach preschool and kindergarten in accredited settings. An Early Childhood Endorsement is an attachment to an Elementary Education license and though originally designed for the re-education for teachers, VCSU encourages Elementary Education Majors to consider this option if they have a desire to teach preschool or kindergarten.

All coursework leading to the ND Early Childhood Endorsement is offered online. Coursework can be completed through VCSU and Casper College, WY.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>313</td>
<td>Language and Literacy in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>337</td>
<td>Pre-Kindergarten Observation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>435</td>
<td>Kindergarten Education and Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>485</td>
<td>Student Teaching (Elementary)</td>
<td>5</td>
</tr>
<tr>
<td>EDEC</td>
<td>1035 Infant and Toddler Care lab (from Casper College)</td>
<td>3</td>
</tr>
<tr>
<td>1030</td>
<td>Infant and Toddler Care (from Casper College)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 23

Kindergarten Endorsement

Accredited online coursework for Kindergarten Endorsement

The ND Kindergarten Endorsement certifies teachers to teach preschool and kindergarten in accredited settings. A Kindergarten Endorsement is an attachment to an Elementary Education license and though originally designed for the reeducation of teachers, VCSU encourages Elementary Education Majors to consider this option if they have a desire to teach preschool or kindergarten.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>313</td>
<td>Language and Literacy in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>337</td>
<td>Pre-Kindergarten Observation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>435</td>
<td>Kindergarten Education and Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>485</td>
<td>Student Teaching (Elementary)</td>
<td>5</td>
</tr>
<tr>
<td>EDEC</td>
<td>1035 Infant and Toddler Care lab (from Casper College)</td>
<td>3</td>
</tr>
<tr>
<td>1030</td>
<td>Infant and Toddler Care (from Casper College)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 23

ND Middle Level Endorsement

Accredited online coursework for Middle Level Endorsement

The middle level endorsement is an optional certification that is added to a North Dakota teacher license. The program is intended to serve students majoring in elementary and secondary education, as well as, practicing teachers who wish to teach in North Dakota middle school.

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

Students are required to complete a 20 hour practicum in an approved middle level setting.

Total Credits: 11

Requirements also include 24 credits in a content area such as Math, Science, English, or Social Science. An option to completing the 24 credits in a content area involves a passing score on the Praxis II middle school content test.
Strategist Special Education Endorsement

Why seek a Special Education Endorsement?

The strategist special education endorsement allows teachers with valid North Dakota educator's professional license in elementary education to:

- teach in an elementary education classroom
- teach or provide direct instruction to all LD, ED, or ID elementary students
- consult K-12, LD, or ID students

The Special Education Endorsement at VCSU follows the Endorsement requirements specified by the North Dakota Education Standards and Practices Board. Teachers outside North Dakota seeking to use this coursework for certification need to determine the specific requirements for teacher certification in their state. The Special Education Endorsement is predicated upon an education degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 240</td>
<td>Educating Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 323</td>
<td>Methods of Reading in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Learning Disabilities, Emotional Disorders, and Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 430</td>
<td>Diagnosis and Correction of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 310</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>SPED 333</td>
<td>Assessment of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 334</td>
<td>Practicum - Assessment of Students with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>SPED 380</td>
<td>Collaboration, Consultation, and Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 382</td>
<td>Methods and Materials of SLD</td>
<td>2</td>
</tr>
<tr>
<td>SPED 383</td>
<td>Methods and Materials of ED</td>
<td>2</td>
</tr>
<tr>
<td>SPED 384</td>
<td>Methods and materials of ID</td>
<td>2</td>
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<tr>
<td>SPED 385</td>
<td>Practicum in SLD</td>
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<tr>
<td>SPED 386</td>
<td>Practicum in ED</td>
<td>1</td>
</tr>
<tr>
<td>SPED 387</td>
<td>Practicum in ID</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Teaching English Language Learners (ELL) Endorsement

All coursework leading to the Endorsement is ELL is offered online.

The coursework requires a 60-hour ELL practicum where the student will observe, teach, and assess ELL students under the supervision of an endorsed ELL teacher. This allows pre-service teachers the opportunity to activity work with the populations that they will teach, and often the pre-service teachers are hired by the same school systems in which they perform their ELL.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 283</td>
<td>Understanding Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 361</td>
<td>Foundations of Bilingual/Multicultural Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 363</td>
<td>Assessing ELL Proficiency</td>
<td>2</td>
</tr>
</tbody>
</table>
Undergraduate Courses

Academic Skills for College (ASC)

Courses

ASC 87. Writing Skills. 3 Credits.
A basic writing course that prepares students for ENGL 110. Topics include writing error-free sentences, solid paragraphs and well-organized essays. Required for students with ACT English subtest score below 14.
Typically Offered: Fall.
Grading: Credit earned does not count towards any degree.

ASC 88. Composition Lab. 1 Credit.
A composition lab that supports the writing skills of students enrolled in ENGL 110. Required for students with ACT English subtest scores of 14 - 17.
Typically Offered: Fall, Spring.
Corequisite: ENGL 110 and ACT English score of 14 -17.
Grading: Credit earned does not count towards any degree.

ASC 91. Algebra Prep I. 2 Credits.
This course begins the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include operations with whole numbers and fractions, order of operations, simplification and evaluation of expressions, and evaluation of one and two step linear equations. Study skills will be incorporated throughout the course. This course does not satisfy any graduation requirement. Placement by an ACT Math score of 0-15, SAT Critical Reading + Mathematics score of 0-760, or COMPASS Pre-Algebra score 0-33. This course is offered collaboratively on the VCSU campus by Dakota College at Bottineau.
Typically Offered: Fall, Spring.
Grading: Credit earned does not count towards any degree.

ASC 92. Algebra Prep II. 2 Credits.
This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include the solutions of linear equations and inequalities, formula manipulation, Cartesian geometry and the graphing of linear equations and inequalities, systems of equations, and introduction to functions. Study skills will be incorporated throughout the course. This course does not satisfy any graduation requirement. Prerequisite: placement by an ACT Math score of 16-18, SAT Critical Reading + Mathematics score of 770-890, COMPASS Pre-Algebra score 34-56, or completion of ASC 091 with a grade of "C" or better. This course is offered collaboratively on the VCSU campus by Dakota College at Bottineau.
Typically Offered: Fall, Spring.
Grading: Credit earned does not count towards any degree.

ASC 93. Algebra Prep III. 2 Credits.
This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include exponents and radicals, algebraic manipulation involving polynomial and rational forms, and unit analysis. Study skills will be incorporated throughout the course. This course does not satisfy any graduation requirement. Prerequisite: placement by an ACT Math score of 19 or higher, SAT Critical Reading + Mathematics score of 900 or higher, COMPASS Pre-Algebra score 57-100, or completion of ASC 092 with a grade of "C" or better. This course is offered collaboratively on the VCSU campus by Dakota College at Bottineau.
Typically Offered: Fall, Spring.
Grading: Credit earned does not count towards any degree.

Accounting (ACCT)

ACCT 200. Elements of Accounting I. 3 Credits.
An introduction to accounting systems with a special emphasis on journalizing and posting business transactions, preparation of the balance sheet and income statement, and accounting for short-term assets.
Typically Offered: Fall.

ACCT 201. Elements of Accounting II. 3 Credits.
A continuation of ACCT 200 with a special emphasis on accounting for long-term assets and current and long-term debt obligations, corporate equity accounting, and preparation of the Statement of Cash Flows.
Typically Offered: Spring.
Prerequisite: ACCT 200 with a grade of C or better.

ACCT 307. Managerial Accounting and Finance. 3 Credits.
A course designed to help students understand how to use information to effectively plan and control operations. Topics include concepts and tools used in planning, control and decision making.
Typically Offered: Spring.
Prerequisite: ACCT 201.

ACCT 321. Financial Statement Analysis. 3 Credits.
A study of the financial analysis process. Students will learn how to extract information in a public company's annual report and/or Form 10-K, and understand how investors and creditors use the information to analyze an entity's profitability, liquidity, and solvency.
Typically Offered: Fall.
Prerequisite: ACCT 201.

ACCT 322. Financial Reporting Topics. 3 Credits.
A study of selected financial accounting and reporting issues related to long-term assets, long-term debt, and shareholders' equity.
Typically Offered: Spring.

ACCT 355. Taxation of Business Entities. 3 Credits.
A study of federal income tax law related to reporting business and investment activities of sole proprietorships, partnerships, and corporations.
Typically Offered: Fall.
Prerequisite: ACCT 201.

ACCT 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
ACCT 440. Advanced Accounting Topics. 3 Credits.
A study of selected accounting and reporting issues related to consolidated entities, partnerships, state and local governments, and non-profit organizations. Students will also be introduced to audit procedures relating to the revenue business process and the acquisitions and expenditures business process.
Typically Offered: Fall.
Prerequisite: ACCT 322.

ACCT 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ACCT 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Art (ART)

Courses

ART 110. Introduction to the Visual Arts. 3 Credits.
A study of the visual arts of western and nonwestern cultures with an emphasis on understanding art and artmaking through form, content, and cultural context.
Typically Offered: Fall, Spring.

ART 112. Design. 3 Credits.
An introduction foundations course that emphasize on understanding of the units, principles, and systems of visual organization. Moving from the external world to the abstract formal level, the component parts function much as elements of grammar. Design will explore these component parts in relation to communicating with visual language. The topics in this course include: acquisition of terms and concepts common to all of the visual arts, composition, space, content, color; exploration of material, media and presentation skills both traditional and digital. This course may not be audited.
Typically Offered: Fall.

ART 120. Painting I. 3 Credits.
Students develop the foundational skills required working in non toxic painting media. Developing skills with black and white tonal ranges. Students progress through a series of projects that build skill and exposure to a diversity of contemporary painting practices. Working from observation, abstraction and digital processes to explore varied approaches to painting. Students will investigate materiality, design, historical context and concept. This course may not be audited.
Typically Offered: Fall, even years, Spring, odd years.

ART 130. Drawing I. 3 Credits.
An introduction to the fundamentals of freehand drawing with an emphasis on representational drawing skills, perception, and traditional drawing materials. This course may not be audited.
Typically Offered: Fall, Spring.

ART 150. Ceramics I. 3 Credits.
Introduction to beginning processes of wheel throwing and hand-built construction techniques, design, aesthetics and the creative development of clay objects examining cultural, historical and personal modes of expression. Demonstrations and slide presentations are given for assignments to assist in illustrating techniques and processes. Students will be introduced to various ceramic aesthetics in contemporary, social, and historical context. This course may not be audited.
Typically Offered: Fall, even years, Spring.

ART 170. Printmaking I. 3 Credits.
Students will explore the principles of non-toxic printmaking techniques and will be introduced to the tools and processes. With a focus on sustainable materials and practices, students will produce black and white prints, and examine a range of papers. Class demonstrations, lectures, group and individual critiques, and directed projects form an integral part of this course. This course may not be audited.
Typically Offered: Fall, odd years, Spring, even years.

ART 180. Photography I. 3 Credits.
Students are introduced to digital imaging as it relates to photographic practice. This course provides a basic overview of digital photography technology including software editing tools, scanning and printing. Hands-on practice is supplemented by demonstrations, lectures and presentations. Basic computer literacy is required.
Typically Offered: Fall, Spring.

ART 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ART 201. Practicum for Elementary Art Education. 2 Credits.
A field experience in the elementary classroom for Art Education majors. Students will gain practical experience in teaching art lessons at a variety of levels under the supervision of the classroom teacher.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Teacher Education.

ART 210. Art History I. 3 Credits.
This is a general survey course covering art of prehistoric humans through the Gothic Era. Students will gain an appreciation and understanding of art during this period through class discussion, lecture, slides, videos, and group projects. Art History I is designed to demonstrate the important role art has placed in history, politics and government, religion, and human development.
Typically Offered: Fall, even years.

ART 211. Art History II. 3 Credits.
This is a general survey course covering art of the Renaissance through the Modern Era. Students will gain an appreciation and understanding of the major art movements through class discussion, lecture, slides, videos, and projects. Art History II is designed to demonstrate the important role art has placed in history, politics, and government, religion, and human development.
Typically Offered: Spring, odd years.
ART 221. Painting II. 3 Credits.
Students will advance on current skills learned in ART 120 and develop an understanding theory and history of color in painting. Color is both a descriptive and a formal compositional element. It can express or deny spatial depth and the illusion of form, as well as create various sensory and psychological effects. This course may not be audited.
Typically Offered: Fall, even years, Spring, odd years.
Prerequisite: ART 120.

ART 230. Drawing II. 3 Credits.
A foundation course with the emphasis on the formal and conceptual nature of drawing. This course is designed to challenge and develop the student's invention and imagination. Introduction to color media and theory. This course may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: ART 130.

ART 251. Ceramics II. 3 Credits.
Advanced course in the design and production of functional and nonfunctional ceramic products. Includes mold-making, slip casting and press-molding as well as the use and application of low-fire slips, under glazes, glazes and the firing of these objects in kilns. This course may not be audited.
Typically Offered: Fall, even years, Spring.
Prerequisite: ART 150.

ART 265. Sculpture I. 3 Credits.
The primary focus of this course is the effective expression of ideas. The student is introduced to the basic tools, materials, and techniques with attention given to problem solving. Exploring new techniques in innovative technology and installation.
Typically Offered: Fall, odd years.

ART 271. Printmaking II. 3 Credits.
Students will further explore the principles of non-toxic printmaking techniques with an emphasis on color and contemporary approaches in the media. With a focus on sustainable materials and practices, students will produce multiple color prints and editions, and examine a range of substrates. Class demonstrations, lectures, group and individual critiques, and directed projects form an integral part of this course. This course may not be audited.
Typically Offered: Fall, odd years, Spring, even years.
Prerequisite: ART 170.

ART 280. Photography II. 3 Credits.
Students further explore digital image manipulation as it relates to photographic practice. Technical skills covered include digital cameras and outputting techniques for print. Hands-on practice is supplemented by lectures and demonstrations. An overview of artists working with digital imaging is provided.
Typically Offered: Fall, Spring.

ART 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ART 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ART 309. Art Business. 3 Credits.
An introductory course that assists the student in understanding the business of art. Gives students a foundation in tax laws; copyright; commissions; contracts; wholesale and retail sales; and the operation of galleries, museums, and the online art environment.
Typically Offered: Spring, odd years.

ART 311. Art History III. 3 Credits.
This is an intermediate course covering European and American art and art theory from 1945 to the present. Examines the major movements of High Modernism and Post-Modernism (including Surrealism, Abstract Expressionism, Pop Art, Performance Art, Minimalism, and Appropriation) in relation to biographical and formal concerns, contemporary social and political conditions, and current art history debates.
Typically Offered: Fall, odd years.

ART 321. Painting III. 3 Credits.
Students engage in the process of building an image vocabulary. Various means of working with a personal bank of images are introduced, including serial processes, journals, and working from memory. Final portfolio engages new forms of technology and substrates for display. This course may not be audited.
Typically Offered: Fall, even years, Spring, odd years.
Prerequisite: ART 221.

ART 330. Drawing III. 3 Credits.
Comprehensive drawing, from composition to perspective. An intensive drawing studio covering the historic principles of drawing and their place in contemporary practice. Provides an in-depth investigation of line, perspective, the figure, gesture, space, atmosphere, erasure, etc. Through the repeated physical activity of drawing, students will refine their intellectual powers of observation and visualization. This course may not be audited.
Typically Offered: Fall, Spring.

ART 351. Ceramics III. 3 Credits.
Advanced research into chosen ceramic techniques with emphasis on professional development and development of a personal image. This course may not be audited.
Typically Offered: Fall, even years, Spring.
Prerequisite: ART 251.

ART 371. Printmaking III. 3 Credits.
This studio-based course where students engage in contemporary approaches to printmaking and digital imagery. Through a series of workshops and lectures, students are exposed to contemporary methods of creating images. Students in this class are encouraged to explore their creative voice through experimental methods and materials to produce a series of multi-colored editions, participate in exchanges, and create a portfolio for exhibition. This course may not be audited.
Typically Offered: Fall, odd years, Spring, even years.
Prerequisite: ART 271.

ART 380. Photography III. 3 Credits.
This studio-based course where students engage in non-traditional photographic processes. Through a series of workshops and lectures, students are exposed to contemporary methods of creating images. Students in this class are encouraged to explore their creative voice through experimental methods and materials to produce a series of printed work for exhibition, edited book and final portfolio.
Typically Offered: Fall, Spring.
**ART 390. Art Methods. 4 Credits.**
A study of the principles of learning, instruction and curriculum in K-12 art education programs. Students will develop teaching competencies through mini-teaching experiences, analysis of instructional methods and writing units of study.

*Typically Offered:* Fall, even years.
*Prerequisite:* Admitted to Teacher Education.

**ART 394. Independent Study. 1-3 Credits.**
Directed reading, study, and/or activities in selected topics.

*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

**ART 397. VCSU CSA Internship. 1 Credit.**
This course allows the student to teach under faculty supervision in the Community School of the Arts. May be repeated for credit. Approval of the Director of the Community School of the Arts required.

*Typically Offered:* Fall, Spring.
*Grading:* S/U only.
*Repeatable:* Up to 4 Credits.

**ART 399. Special Topics. 1-4 Credits.**
Courses not offered in the regular catalog that provide an opportunity to extend student learning.

*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

**ART 411. Art History IV. 3 Credits.**
This is an advanced course covering special topics in art and cultures, indigenous people, gender and politics, feminism, and current roles art plays in society. Students will create various connections to art history and its influence on today, via lectures, discussions, and performance work.

*Typically Offered:* Spring, even years.

**ART 491. Visual Arts Seminar I. 2 Credits.**
This course will provide directed studio work and research. To be taken the final year of the program with approval of the department chair; the student will work with their faculty to prepare for senior exhibition and the written artist statement according to the established written timeline, resulting in a final artist portfolio.

*Typically Offered:* Fall.
*Prerequisite:* Senior Standing.

**ART 492. Visual Arts Seminar II. 1 Credit.**
Capstone course focusing on the continued investigation of the art field with emphasis on the student's media area(s) of focus and installation of the Senior Exhibition.

*Typically Offered:* Spring.
*Prerequisite:* ART 491.

**ART 494. Undergraduate Research. 3-12 Credits.**
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.

*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

**ART 497. Internship. 3-12 Credits.**
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.

*Typically Offered:* Fall, Spring, Summer.
*Prerequisites:* Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
*Grading:* S/U only.
*Repeatable:* Up to 12 Credits.

**ART 499. Special Topics. 1-4 Credits.**
Courses not offered in the regular catalog that provide an opportunity to extend student learning.

*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

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**Biology (BIOL) Courses**

**BIOL 111. Concepts of Biology. 4 Credits.**
An introductory level non-majors transferable class 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.

*Typically Offered:* Fall, Spring, Summer.

**BIOL 121. Introduction to Fisheries and Wildlife Sciences. 4 Credits.**
An introduction to the basic principles that are integral to understanding fisheries and wildlife sciences. The course covers the history of management and legislation, general concepts of management, general field and lab methods, and wildlife and fisheries careers.

*Typically Offered:* Fall.

**BIOL 122. Fisheries and Wildlife Techniques. 4 Credits.**
A study of the field and laboratory techniques necessary for management and research of fish and wildlife populations, habitat evaluation, and sex and aging techniques.

*Typically Offered:* Spring.

**BIOL 150. General Biology I. 4 Credits.**
A two-semester sequenced study of the fundamental concepts of biology through lecture and laboratory work. BIOL 150 is focused on cellular biology and physiology. BIOL 151 focuses on concepts such as classification, evolution, and ecology. Recommended for students interested in science (required for certain majors and minors).

*Typically Offered:* Fall.

**BIOL 151. General Biology II. 4 Credits.**
A two-semester sequenced study of the fundamental concepts of biology through lecture and laboratory work. BIOL 150 is focused on cellular biology and physiology. BIOL 151 focuses on concepts such as classification, evolution, and ecology. Recommended for students interested in science (required for certain majors and minors).

*Typically Offered:* Spring.
BIOL 170. General Zoology. 4 Credits.
A survey of the animal kingdom. Major invertebrate and vertebrate animal groups are studied with emphasis on structure, function, life history and evolutionary advancements of each.
Typically Offered: Spring.

BIOL 171. Medical Terminology. 3 Credits.
An introduction into medical terminology. Topics includes prefixes, suffixes and root words, their meaning, spelling and pronunciation and the use of term in medical documentation. Emphasis is on building a working medical vocabulary based on body systems and diseases.
Typically Offered: Spring.

BIOL 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

BIOL 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

BIOL 200. Field Biology. 2 Credits.
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.
Typically Offered: Spring.

BIOL 209. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

BIOL 210. Microbiology. 4 Credits.
An introduction to the morphology, physiology, taxonomy, and ecology of microorganisms. Lecture and laboratory work deal with the history, isolation, identification, and culture of microorganisms. The fields of epidemiology, bioethics, and environmental microbiology will be discussed.
Typically Offered: Spring.
Prerequisites: one Biology class and one Chemistry class.

BIOL 211. Botany. 4 Credits.
A two-semester study of the diversity of plants, their classification, anatomy, physiology, and ecology includes a general overview of fungi and algae. Fall semester emphasizes the identification of North Dakota plants and economic botany. Course work includes field and laboratory work.
Typically Offered: Fall.
Prerequisites: BIOL 150 and BIOL 151.

BIOL 212. Botany. 4 Credits.
A two-semester study of the diversity of plants, their classification, anatomy, physiology, and ecology includes a general overview of fungi and algae. Fall semester emphasizes the identification of North Dakota plants and economic botany. Course work includes field and laboratory work.
Typically Offered: Spring.
Prerequisites: BIOL 150 and BIOL 151.

BIOL 215. Genetics. 4 Credits.
A study of the basis of heredity with emphasis on the structure and function of DNA and Mendelian genetics. Course work includes 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 includes experiments with Drosophila chromosomes and inheritance patterns.
Typically Offered: Spring.
Prerequisites: BIOL 150 and BIOL 151.

BIOL 230. North Dakota Flora. 3 Credits.
A systematic study of North Dakota summer flora including field work consisting of plant identification and ecology. Lectures and lab work cover taxonomy and classification, and the medicinal and economic value of plants.
Typically Offered: On sufficient demand.

BIOL 236. Range Management and Range Plants. 4 Credits.
Principles of range management which include plant identification, range evaluation, and range improvement. Lab with focus on identification, distribution, and forage value of important range plants.
Typically Offered: Fall.

BIOL 240. Research Methods. 4 Credits.
An overview of research techniques and methodologies used in biomedical research and health care. This course covers practices of qualitative and quantitative research design and analysis, measurement concepts in research and state and federal regulations using animals and humans in research. Fundamentals and specific applications of the most common data gathering and measurement techniques are addressed.
Typically Offered: Fall.
Prerequisite: Junior Standing or Senior Standing.
BIOL 343. Ornithology. 4 Credits.
A study of the identification, life history, physiology, migration, and ecology of birds. Course includes frequent field trips for practice in the recognition of species common to North Dakota.
*Typically Offered:* Spring.
*Prerequisite:* BIOL 151.

BIOL 347. Aquatic Entomology. 4 Credits.
A study of the diversity of aquatic insects and invertebrates focusing on their identification and importance in aquatic ecosystems. Course includes frequent field trips for collection of specimens.
*Typically Offered:* Fall.
*Prerequisites:* BIOL 150 and BIOL 151.

BIOL 350. Environmental Contaminants. 3 Credits.
An introduction to the major groups of environmental contaminants and their effects on ecosystems and human health. Students will learn about sources of contaminants, their persistence in the environment, and the pathways of contaminants into waterways, organisms, and the atmosphere. Efforts or methods to prevent or mitigate contamination will also be covered. Students will research and present case studies related to environmental contamination.
*Typically Offered:* Fall.

BIOL 355. Mammalogy. 4 Credits.
A study of the biology, classification, biogeography, ecology, and behavior of North American mammals. Labs cover mammal identification and life histories, trapping, and include multiple field trips.
*Typically Offered:* Fall.
*Prerequisite:* BIOL 151.

BIOL 360. Environmental Law and Regulations. 3 Credits.
An introduction to environmental laws and policies including their development and current status. State and Federal laws affecting fish and wildlife; their application, administration and the organizational structure of state and federal agencies will be covered.
*Typically Offered:* Spring.

BIOL 367. Ichthyology. 4 Credits.
A study of the biology, classification, biogeography, ecology, evolution, and behavior of fishes, with special emphasis to fishes found in the northern Great Plains. Labs cover identification and life histories of fishes and field trips.
*Typically Offered:* Fall.
*Prerequisite:* BIOL 151.

BIOL 375. Conservation Biology. 4 Credits.
An introduction to the study and conservation of biodiversity. Topics include historical and current trends in conservation of biological diversity, migratory corridors, endangered species, invasive species, conservation of genetic integrity, and island biogeography.
*Typically Offered:* Fall.
*Prerequisites:* BIOL 150, BIOL 151, and BIOL 170.

BIOL 376. Yellowstone Ecology. 2 Credits.
A field based course on the ecology of the Greater Yellowstone Ecosystem illustrating its complexity. Topics include: impact of the reintroduction of the wolves, evidence of climate change, wildlife populations, current research, influence of stakeholders, park management, and other issues within the park and Greater Yellowstone Ecosystem. A field trip to Yellowstone National Park is part of the course.
*Typically Offered:* Fall.
*Prerequisites:* BIOL 150 and BIOL 151.

BIOL 380. Human Sexuality. 3 Credits.
A study of the role and meaning of human sexuality in relations to oneself as well as in all interrelationships with other people. Course work includes a study of anatomy and physiology of the reproductive system, human sexual response, process and role of identity, sexual value systems, contraception, and the importance of sexuality in preparation for family living. Cross-referenced with HPER 380 and PSYC 380.
*Typically Offered:* Fall, Spring.
*Same As:* BIOL 380/HPER 380/PSYC 380.

BIOL 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

BIOL 395. Laboratory Preparation and Management. 1 Credit.
A practicum-like course that allows the student to directly assist the instructor in numerous aspects of laboratory instructional delivery. The course is designed to improve the competency of teaching laboratories. This course may be repeated up to three semester credit hours.
*Typically Offered:* Fall, Spring, Summer.
*Repeatable:* Up to 12 Credits.

BIOL 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

BIOL 399. Laboratory Preparation and Management. 1 Credit.
A study of plant and animal communities, their diversity, interactions and adaptation to the environment. The course includes extensive fieldwork, independent research, statistical analysis and scientific writing.
*Typically Offered:* Fall.
*Prerequisites:* BIOL 150 and BIOL 151.

BIOL 410. Field Ecology. 4 Credits.
A study of advanced principles and applications of the management of terrestrial vertebrates and their population dynamics. Strategies for wildlife conservation, utilization, and enhancement are covered. Labs cover the collection and analysis of data, scientific writing, and consist of multiple field trips.
*Typically Offered:* Fall.
*Prerequisites:* BIOL 150, BIOL 151, and BIOL 170.

BIOL 411. Wildlife Management. 4 Credits.
A study of advanced principles and applications of the management of aquatic organisms and their population dynamics. Includes field and laboratory techniques used in fisheries management and research.
*Typically Offered:* Spring.
*Prerequisites:* BIOL 121, BIOL 122, and BIOL 367.

BIOL 413. Restoration and Plant Ecology. 4 Credits.
This course covers both the fundamentals and advanced application of plant ecology to restoration ecology. Students will cover topics such as ecosystem processes, invasive species, population dynamics, rarity, communities, philosophical ecology, and climate change. The class focuses on students learning how to communicate complex ideas and facilitate a productive conversation around those ideas.
*Typically Offered:* Spring.
*Prerequisites:* BIOL 150 and BIOL 151.
BIOL 430. Human Dimensions in Fisheries and Wildlife. 3 Credits.
The objective of this course is for students to build an understanding and appreciation for the role of human dimensions in fisheries and wildlife management. Topics covered include public relations and communication for natural resources managers, land ethic, agency administration, natural resource law enforcement, and survey preparation.
Typically Offered: Spring.
Prerequisites: BIOL 121 and BIOL 122.

BIOL 440. Biostatistics and Experimental Design. 4 Credits.
An introduction to analysis and interpretation of biological data. Topics include statistical assessment of field and laboratory research, experimental design, and application of computer software.
Typically Offered: Spring.
Prerequisite: MATH 103 or MATH 146 or MATH 165.

BIOL 441. Cell Biology. 4 Credits.
A study of processes common to life at the cellular level including biochemical and structural organization, membrane function, motility, signal transduction, growth, division, and genetic regulation of the cellular function. Laboratory work utilizes techniques to study life at the cellular level including chemical composition and characterization, enzyme kinetics, metabolism, and microscopy.
Typically Offered: Spring, even years.
Prerequisites: one Biology class and one Chemistry class.

BIOL 455. Introduction to GIS. 4 Credits.
An application of the principles of geographic information systems and integrally related mapping to solve problems related to natural resource management and other environmental issues. Comprehensive law assignments are included to give students hands-on experience solving problems with current state-of-the-art software and GPS units, including data creation, data integration, mapping, and spatial analysis.
Typically Offered: Spring.

BIOL 470. Limnology. 4 Credits.
The study of biological, physical, and chemical features of freshwater ecosystems. The course includes field sampling, lab work and GIS mapping.
Typically Offered: Fall.
Prerequisites: BIOL 150, BIOL 151, CHEM 121, and CHEM 122.

BIOL 490. Secondary Science Methods and Techniques. 3 Credits.
A course designed to prepare prospective science teachers in the areas of curriculum planning, textbook selection, supplemental teaching aids, laboratory procedures, and the ordering of equipment and supplies. The course includes laboratory practicum experience.
Typically Offered: Fall.
Prerequisite: Admitted to Teacher Education.

BIOL 491. Integrated Science Capstone. 2 Credits.
A capstone course that requires students to apply previously-learned knowledge and skills to develop solutions to practical scientific issues. Students will be divided into small groups for plan development. Various majors are involved to allow for integrated course material.
Typically Offered: Fall.
Prerequisite: Senior Standing.
Same As: BIOL 491/CHEM 491.

BIOL 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Prerequisite: Junior Standing or Senior Standing.
Repeatable: Up to 12 Credits.

BIOL 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

BIOL 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Business (BUSI)

Courses

BUSI 102. Keyboarding Methods. 3 Credits.
An exploration of keyboarding techniques in speed and accuracy; formatting of business communication forms for use in a classroom. Students will acquire keyboard curriculum while exploring different methods and trends of teaching keyboarding as part of a Business Education program. Special emphasis will be placed on technology, variety of instructional strategies, and lesson design.
Typically Offered: Spring.

BUSI 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

BUSI 214. Business Communications. 3 Credits.
A focus on the improvement of oral and written communication skills for application in today's global business environment. This course includes exploration and application of modern communication theory, legal and ethical concerns, and technology use. Intraperosnal, interpersonal, and group communication processes and skills are reviewed, as is public presentation of information.
Typically Offered: Fall, Spring.
Prerequisite: ENGL 125.

BUSI 246. Introduction to Agricultural Finance. 3 Credits.
A study of agricultural finance. Students will develop an understanding of financial statements, cash flow budgets, money and interest rates, loan analysis, loan repayments, leases, time value of money, capital budgeting and investment analysis.
Typically Offered: Spring.
BUSI 249. Introduction to Business. 1 Credit.
An introduction to the business professions with emphasis on program requirements. The study, practice and performance of marketing, management, entrepreneurship, finance and human resources.
Typically Offered: Fall, Spring.

BUSI 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

BUSI 315. Business in the Legal Environment. 3 Credits.
A study of the legal environment of business, governmental regulation, contracts and property.
Typically Offered: Fall, Spring.

BUSI 336. Business Data Solutions. 3 Credits.
An exploration of the advanced concepts of spreadsheets and database tools. This course provides intermediate/advanced students with the theory and ability needed to apply such knowledge in a business environment.
Typically Offered: Fall, Spring.

BUSI 337. Authoring Digital Publications. 3 Credits.
An exploration of the advanced concepts of word processing and desktop publishing. This course provides intermediate/advanced students with the theory and ability needed to create effective professional business publications.
Typically Offered: Fall, Spring.

BUSI 342. Introduction to Agriculture Management. 3 Credits.
Economic and managerial concepts related to farm or agribusiness production process, development of cost data, enterprise analysis, organization and management of production inputs.
Typically Offered: Fall.
Prerequisite: ACCT 201.

BUSI 346. Agriculture Commodity Marketing. 3 Credits.
Explores the basics of commodity marketing and demonstrates how to use those tools in risk management. The course will include a commodity market simulation called Commodity Challenge.
Typically Offered: Spring.

BUSI 350. Operations Management. 3 Credits.
A study of performance measurement tools, quantitative tools and operations strategy. Students will learn how the concepts and applications used enhance the decision making process through the development of statistical and quantitative analysis.
Typically Offered: Fall, Spring.
Prerequisite: MGMT 330.

BUSI 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

BUSI 442. Advanced Farm Management. 3 Credits.
A course that applies economic and financial measurements to production processes and agribusiness operations. Students will focus on profit maximization through proper management and analysis of inputs and outputs.
Typically Offered: Spring.
Prerequisite: BUSI 342.

BUSI 480. Strategic Planning. 3 Credits.
A study of strategic management processes on how organizations formulate, implement, and evaluate strategies. The course integrates the knowledge acquired in the functional areas of marketing, human resources, productions/operations and finance.
Typically Offered: Fall, Spring.
Prerequisite: Senior Standing.

BUSI 485. Entrepreneurship. 3 Credits.
A review of the application of business policies and procedures to the small business environment. BUSI 485 includes the basic steps in creating, building, operating and selling an enterprise.
Typically Offered: Fall, Spring.
Prerequisite: Senior Standing.

BUSI 490. Methods and Materials for Teaching Business Subjects. 3 Credits.
An exploration of the curriculum, methods, materials, trends, and philosophy in the teaching of business education. Students will be exposed to the Teaching and Learning Capstone requirements. Special emphasis is placed on technology, various instructional strategies, and Technical Education Teacher Credentialing Requirements in lieu of CTE 490, Methods for Teaching Career and Technical Education Subjects. The course must be taken before student teaching.
Typically Offered: Fall.
Prerequisite: Admitted to Teacher Education.

BUSI 491. Senior Seminar. 1 Credit.
An exploration of job search and soft skills necessary for success in the workplace. Students will participate in a variety of activities to develop a professional persona.
Typically Offered: Fall, Spring.

BUSI 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

BUSI 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Career and Technical Education (CTE)
Courses

CTE 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CTE 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CTE 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CTE 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CTE 431. History, Philosophy and Practices of Career and Technical Education. 3 Credits.
A study of history, growth, theory and present status of Career and Technical Education in secondary and post-secondary schools. The course focuses on principles, practices and major issues of Career and Technical Education and its relationship to individual Career and Technical service areas. This course will also cover relationships between general education and Career and Technical Education.
Typically Offered: Fall, Summer.

CTE 432. Coordinating Cooperative Education Learning. 3 Credits.
A study of principles and techniques used in coordinating cooperative work experiences for students in Career and Technical Education. Included is a study of labor laws, public relations programs, advisory committees, and organization and supervision of on-the-job training, evaluation, and follow-up of student learners.
Typically Offered: Fall, Summer.

CTE 434. Leadership in Career and Technical Student Organizations. 3 Credits.
Introduction to planning, implementing, and leading Career and Technical Student Organizations. This course is designed for advisors at the secondary and post-secondary level wishing to begin, expand, or promote Career and Technical Student Organizations.
Typically Offered: Spring, Summer.

CTE 437. Student Performance Evaluation in Career and Technical Education. 3 Credits.
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.
Typically Offered: Summer.

CTE 438. Developing and Managing Competency-Based Instructional Materials. 3 Credits.
A basic course for Career and Technical educators. The course introduces concepts supporting the development of competency-based education (CBE) curriculum materials. CBE terminology, illustrations, presentations, procedures, and resources that relate to Career and Technical Education are discussed and a CBE learning unit of instruction is developed.
Typically Offered: Spring, Summer.

CTE 490. Methods for Teaching Career & Technical Education Subjects. 3 Credits.
A concentration on methods used for teaching Career and Technical Education courses. Topics are designed to develop and enhance the instructional competencies for teachers in Career and Technical Education programs.
Typically Offered: Spring, Summer.

CTE 492. Career and Technology Education Teaching Experience. 6-12 Credits.
Provides an online supervised teaching mentorship program to be used in place of a student teaching experience when a mentorship is allowed for satisfying the requirements of licensure. Students will observe mentor teacher(s), prepare units for delivery of content, maintain a log of activities, conduct or participate in parent/teacher conferences, observe or participate in IEP meetings, and meet with mentors and supervisors as required.
Typically Offered: Fall.

CTE 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CTE 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Chemistry (CHEM)

Courses

CHEM 115. Introductory Chemistry. 4 Credits.
A study of measurement, ionic and covalent compounds, chemical calculations, states of matter, energy, solutions, and chemical bonding. The course includes laboratory and may serve as a preparatory class for students with weak or no background in chemistry.
Typically Offered: Fall.

CHEM 116. Introduction to Organic and Biochemistry. 4 Credits.
A study of alkanes, alkenes, alkynes, aromatics, alcohols, phenols, ethers, aldehydes/ketones, carboxylic acids and esters, amines and amides, carbohydrates, lipids, amino acids, proteins, and nucleic acids. The course includes laboratory.
Typically Offered: Spring.
Prerequisite: CHEM 115 or CHEM 121.
CHEM 121. General Chemistry I. 5 Credits.
The first semester of a two semester sequence covering the study of matter, measurements, 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. Topics covered are illustrated with descriptive and historical perspectives, as well as applications of chemistry in society. The course includes laboratory. 
Typically Offered: Fall, Spring.
Prerequisite: ASC 93, MATH 103, or ACT Math score of 20 or higher.

CHEM 122. General Chemistry II. 5 Credits.
The second semester of a two semester sequence covering the study of matter, measurements, 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. Topics covered are illustrated with descriptive and historical perspectives, as well as applications of chemistry in society. The course includes laboratory. 
Typically Offered: Fall, Spring.

CHEM 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics. 
Typically Offered: On sufficient demand. 
Repeatable: Up to 12 Credits.

CHEM 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics. 
Typically Offered: On sufficient demand. 
Repeatable: Up to 12 Credits.

CHEM 330. Quantitative Analysis I. 4 Credits.
The first semester of a two semester sequence covering an investigation of the statistical treatment of data and error analysis, gravimetric analyses, solution chemistry and solubility equilibria, volumetric analyses, acid-base neutralization, complexometric and redox methods. Students are introduced to the theory, operation and applications of some modern instrumental techniques for chemical analysis. This course includes laboratory. 
Typically Offered: Fall, odd years.
Prerequisite: CHEM 122.

CHEM 331. Quantitative Analysis II. 4 Credits.
The second semester of a two semester sequence covering an investigation of the statistical treatment of data and error analysis, gravimetric analyses, solution chemistry and solubility equilibria, volumetric analyses, acid-base neutralization, complexometric and redox methods. Students are introduced to the theory, operation and applications of some modern instrumental techniques for chemical analysis. This course includes laboratory. 
Typically Offered: Spring, even years.
Prerequisite: CHEM 330.

CHEM 332. Biochemistry. 5 Credits.
A study of protein structure, function conformation, and dynamics; enzymes, DNA-RNA: structure and flow of genetic information; biological membranes; and metabolism. The course includes laboratory. 
Typically Offered: Spring, odd years.
Prerequisite: CHEM 341.

CHEM 360. Elements of Biochemistry. 4 Credits.
A study of protein structure, function conformation, and dynamics; enzymes, DNA-RNA: structure and flow of genetic information; biological membranes; and metabolism. The course includes laboratory. 
Typically Offered: Fall, odd years.
Prerequisite: CHEM 116 or CHEM 341.

CHEM 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics. 
Typically Offered: On sufficient demand. 
Repeatable: Up to 12 Credits.

CHEM 395. Laboratory Preparation and Management. 1 Credit.
An opportunity to participate in a practicum-like course. The student directly assists the instructor in numerous 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. 
Typically Offered: Fall, Spring. 
Repeatable: Up to 3 Credits.

CHEM 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning. 
Typically Offered: On sufficient demand. 
Repeatable: Up to 12 Credits.
CHEM 411. Physical Chemistry I. 4 Credits.
The first semester of a two semester course covering the study of the laws and theories of chemistry including thermodynamics, phase equilibria, quantum mechanics and kinetics. Course materials are interpreted through the application of fundamental mathematical and physical principles. Statistical methods and concepts are introduced during the study of the kinetic molecular theory of gases, statistical thermodynamics, and quantum mechanics. This course includes laboratory.
Typically Offered: Fall, even years.
Prerequisites: CHEM 122, MATH 165, and either PHYS 162 or PHYS 252.

CHEM 412. Physical Chemistry II. 4 Credits.
The second semester of a two semester course covering the study of the laws and theories of chemistry including thermodynamics, phase equilibria, quantum mechanics and kinetics. Course materials are interpreted through the application of fundamental mathematical and physical principles. Statistical methods and concepts are introduced during the study of the kinetic molecular theory of gases, statistical thermodynamics, and quantum mechanics. This course includes laboratory.
Typically Offered: Spring, odd years.
Prerequisite: CHEM 411.

CHEM 425. Inorganic Chemistry. 4 Credits.
A study of major topics in inorganic chemistry. The structure of crystalline solids, molecular symmetry, acids and bases, oxidation and reduction, and the chemistry of d-metal complexes will be covered. Topics in atomic and molecular structure and bonding as applied to inorganic molecules will also be discussed. The course includes laboratory.
Typically Offered: Spring, odd years.
Prerequisite: CHEM 122.

CHEM 490. Secondary Science Methods and Techniques. 3 Credits.
A course designed to prepare prospective chemistry teachers in the areas of curriculum planning, textbook selection, supplemental teaching aids, laboratory procedures, and the ordering of equipment and supplies. The course includes laboratory practicum experience.
Typically Offered: Fall.
Prerequisite: Admitted to Teacher Education.

CHEM 491. Integrated Science Capstone. 2 Credits.
A capstone course that requires students to apply previously-learned knowledge and skills to develop solutions to practical scientific issues. Students will be divided into small groups for plan development. Various majors are involved to allow for integrated course material.
Typically Offered: Fall.
Prerequisite: Senior Standing.
Same As: BIOL 491/CHEM 491.

CHEM 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Prerequisite: Junior Standing or Senior Standing.
Repeatable: Up to 12 Credits.

CHEM 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student’s major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

Communications (COMM)

Courses
COMM 110. Fundamentals of Public Speaking. 3 Credits.
A basic speech course designed to introduce the student to the principles of oral communication, including the content, organization, and delivery of public address. This course is an introduction to interpersonal and group communication concepts. Emphasis is placed on extemporaneous speaking, effective listening, and critical evaluation.
Typically Offered: Fall, Spring, Summer.

COMM 112. Understanding Media and Social Change. 3 Credits.
An exploration of the purpose, function, and impact of media on society.
Typically Offered: Summer, even years.

COMM 114. Human Communication. 3 Credits.
Overview of communication theory with emphasis on information transmission and social influence functions of communication behavior in personal and mediated contexts.
Typically Offered: On sufficient demand.

COMM 175. Student Media Critique. 1 Credit.
This seminar explores audience-engagement of media through critical analysis of student and professional media. Students will meet weekly and analyze Viking Student Media products along with academic and professional guest critics.
Typically Offered: Fall, Spring.
Grading: S/U only.
Repeatable: Up to 8 Credits.

COMM 200. Introduction to Media Writing. 3 Credits.
An introduction to the principles of writing articles and stories for newspapers, radio, television, and the Internet. Topics include news gathering, interviewing, basic story structures and types, style and ethics.
Typically Offered: Fall.
Prerequisite: ENGL 120 or ENGL 125.

COMM 211. Oral Interpretation. 3 Credits.
A course focused on the study of the development of effective vocal techniques through the analysis and performative reading of all types of literature.
Typically Offered: Fall.

COMM 212. Interpersonal Communication. 3 Credits.
An examination of styles, patterns, and challenges in human communication in both verbal and nonverbal contexts.
Typically Offered: Spring, Summer.
COMM 216. Intercultural Communication. 3 Credits.
An exploration of cross-cultural and intercultural communication, focusing on definitions, concepts, and theories in global environments. Special emphasis is placed on intercultural norms and etiquette, gender issues, and ELL/bilingual considerations, particularly within the framework of corporate communications.
Typically Offered: Fall, Summer.

COMM 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

COMM 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

COMM 304. Corporate Communication. 3 Credits.
A course designed to acquire mastery in the facilitation skills required of corporate trainers. The class will focus on presentation technology, visuals, questioning techniques, participant-centered presentations, and facilitator presence. Students will develop several training tools such as surveys, assessment instruments, and visual aids. Students will also develop a training manual, group facilitation, and PowerPoint presentation.
Typically Offered: Fall, odd years.

COMM 311. Communication and Interviewing. 3 Credits.
An examination of the theory and practice of interviews and interviewers. The class centers on conducting and participating in a variety of interview types. Strategies distinctive in interviews are considered. Class discussions and investigate communication theory in interpersonal, organizational, and mass communications contexts.
Typically Offered: Fall, even years.

COMM 312. Gender Communication. 3 Credits.
An exploration of the philosophical and theoretical issues surrounding gender construction, communication, and culture. Focus is on ways communication in families, schools, media, business, and other institutions create and sustain gender roles. Recommended: COMM 212.
Typically Offered: Spring, even years, Summer, odd years.

COMM 314. Public Relations. 3 Credits.
An introduction to the functions, scope, and ethics of public relations. Particular emphasis will be given to the ways of gaining public support for an activity, cause, movement, or institution and public relations copywriting. Recommended: COMM 200.
Typically Offered: Spring.
Prerequisite: ENGL 120 or ENGL 125.

COMM 315. Digital Communication. 3 Credits.
An introduction to the developmental and presentation of informative and persuasive messages in an electronic environment. An emphasis is placed on the effective use of language and visual graphics to maintain a digital audience. Recommended: COMM 200 and CIS 170.
Typically Offered: Fall, odd years.
Prerequisite: ENGL 125.

COMM 330. Understanding Statistics. 3 Credits.
This course is an introduction to descriptive, inferential, and correlated statistics. Emphasis is placed on determining when to use each type of test and how to read and discuss statistical analyses. Cross-referenced with POLS 330, PSYC 330, and SOC 330.
Typically Offered: Fall.
Prerequisite: MATH 103 or MATH 104.
Same As: COMM/POLS/PSYC/SOC 330.

COMM 340. Research Methods. 3 Credits.
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques are addressed.
Typically Offered: Spring.
Prerequisites: ENGL 110, ENGL 120 or ENGL 125, and COMM 330/POLS 330/PSYC 330/SOC 330.
Same As: COMM/POLS/PSYC/SOC 340.

COMM 344. Reporting and Feature Writing. 3 Credits.
A study of news gathering, judgment, and writing. Topics include beat reporting, profiles, columns, and blogging.
Typically Offered: On sufficient demand.
Prerequisite: COMM 200.

COMM 350. Issues in Communication. 3 Credits.
An advanced course of selected issues, theories, and philosophies in the field of communication.
Typically Offered: Fall.

COMM 360. Group Dynamics. 3 Credits.
An examination of human interaction within groups. Small group processes are practiced. Theories of interpersonal relations, team building, leadership, and conflict management are discussed. Students will observe group dynamics by interacting within small groups and by developing group presentations. Cross-referenced with PSYC 360 and SOC 360.
Typically Offered: Fall.
Prerequisite: PSYC 111.
Same As: COMM 360/PSYC 360/SOC 360.

COMM 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

COMM 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

COMM 411. Communication Theory. 3 Credits.
A survey of communication theory and research topics as they pertain to everyday social interactions. Students explore the relationship between theory, guiding, research, and knowledge.
Typically Offered: Spring, even years.
COMM 414. Social Media Management. 3 Credits.
An exploration of managing social media and analytical tools. This course explores the tools and strategic use of social media in promoting the goals and mission of both for-profit and non-profit organizations, covering advertising, marketing, public relations, and promotional strategies within the media scope of social media. Cross-referenced with MRKT 414.
Typically Offered: Spring.
Prerequisite: COMM 314 or COMM 315 or MRKT 305.
Same As: COMM 414/MRKT 414.

COMM 415. Sports Information. 3 Credits.
A specialized course that focuses on preparing sports copy, public relations, and social media campaigns for athletic institutions. Students will acquire the ability to promote and analyze messages to a variety of audiences. Recommended: COMM 200.
Typically Offered: Spring, odd years.

COMM 425. Popular Culture and Rhetoric. 3 Credits.
A course that explores popular culture and rhetoric. This course covers popular culture and rhetoric as dominant persuasive influences in modern society. The course examines concepts, theories and critical methods that assist communicators to understand the power and force of language. Emphasis is placed on becoming insightful critics and consumers of everyday messages to which the public is exposed, especially through mass media.
Typically Offered: On sufficient demand.
Prerequisite: COMM 110 or COMM 114.

COMM 483. Organizational Communication. 3 Credits.
A course focused on the study of human communication, including interaction, presentation, and management within organizations. Students will learn skills related to researching communication within organizations including survey development, network mapping, observation. Special emphasis will be given to examining the roles of culture and gender within an organization.
Typically Offered: Spring, odd years.

COMM 487. Field Experience. 3-6 Credits.
An opportunity for the student to gain practical knowledge in an area of study. The student is required to complete 40 hours of work per credit and may be repeated up to a maximum of 12 credit hours. Application and approval through Program Department Chair.
Typically Offered: Fall, Spring.
Prerequisite: Cum GPA of 2.00 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

COMM 491. Senior Capstone. 1 Credit.
This course will assist the student developing a professional portfolio as well as assist in job search and placement. The course will address both technical application and content.
Typically Offered: Fall, Spring.
Prerequisite: COMM 497.
Grading: S/U only.

COMM 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

COMM 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

Computer Information Systems (CIS)

Courses
CIS 104. Microcomputer Database. 2 Credits.
An introduction to database design including data entry, storage, and retrieval.
Typically Offered: On sufficient demand.
Prerequisite: CIS 170.

CIS 105. Microcomputer Spreadsheets. 2 Credits.
An introduction to spreadsheets as used for data analysis and reporting including in-depth concepts and features and the types of applications adaptable to this software.
Typically Offered: On sufficient demand.
Prerequisite: CIS 170 or CSCI 160.

CIS 128. Microcomputer Hardware I. 3 Credits.
An introduction to the development and maintenance of the personal computer. Participants upgrade and assemble personal computers, configure systems, and install operating systems.
Typically Offered: Spring.

CIS 147. Principles of Information Security. 3 Credits.
A thorough examination of the field of information security. This course prepares students to make decisions about securing information in a business or personal environment.
Typically Offered: Spring.

CIS 162. Operating Systems. 3 Credits.
An in-depth coverage of the Windows operating systems geared for those students enrolled in Information Technology programs or students who want a more advanced Windows course.
Typically Offered: On sufficient demand.

CIS 164. Networking Fundamentals I. 3 Credits.
Students learn how to install a network operating system, configure and administer various networking components.
Typically Offered: On sufficient demand.

CIS 170. Introduction to Computer Information Systems. 3 Credits.
An introduction to word processing, spreadsheet, database, and operating system software. Additional topics include the history, ethics, and uses of computers in society, and emerging applications for computers.
Typically Offered: Fall, Spring.

CIS 180. Creating Web Pages I. 3 Credits.
An introduction to web page creation including topics such as HTML/XHTML, Cascading Style Sheets (CSS), fundamentals of site layout and design, and technical implementation of websites.
Typically Offered: On sufficient demand.
CIS 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CIS 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CIS 276. Business Language. 3 Credits.
An introduction to computer programming in a business environment. Topics include: Fundamentals of program design, development, testing, implementation and documentation of common business-oriented applications. The class will utilize a current version of Microsoft Visual Basic or equivalent software.
Typically Offered: On sufficient demand.

CIS 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CIS 329. Information Systems Management. 3 Credits.
An introduction to managing information systems including user support issues and careers in a business environment.
Typically Offered: Spring.

CIS 369. Enterprise Systems. 3 Credits.
An exploration of how enterprise systems help companies integrate business functions and improve business processes.
Typically Offered: Fall, Spring.

CIS 371. Enterprise Systems II. 3 Credits.
An exploration of how organizations analyze and implement ERP systems or other relevant enterprise systems by completion a project to configure, implement, and test business processes. This course builds upon knowledge in other courses using ERP.
Typically Offered: Spring.

CIS 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CIS 410. Advanced Business Languages. 3 Credits.
An exploration of intermediate and advanced topics in business languages utilizing Visual Basic or equivalent software.
Typically Offered: On sufficient demand.
Prerequisite: CIS 276.

CIS 420. Internet Languages. 3 Credits.
Instruction in intermediate and advanced Internet language and the theory needed to integrate databases for web-based applications such as E-commerce.
Typically Offered: On sufficient demand.
Prerequisite: CIS 180.

CIS 440. Advanced Digital Web Design. 3 Credits.
Instruction in digital design theory and intermediate to advanced web languages needed to create complex and effective web sites.
Typically Offered: On sufficient demand.
Prerequisite: CIS 180.

CIS 460. Enterprise Architecture. 3 Credits.
This course explores the design, implementation and management of enterprise IT solutions.
Typically Offered: Spring.

CIS 465. IS Strategy Management and Acquisition. 3 Credits.
This course explores the issues and approaches in managing the information systems function in organizations and how the IS function integrates, supports and enables various types of organizational capabilities.
Typically Offered: Fall.

CIS 470. Customer Relationship Management (CRM) and Business Intelligence (BI). 4 Credits.
An exploration of Customer Relationship Management (CRM) and Business Intelligence (BI) and how CRM and BI software systems are used by organizations to support their strategic goals. This course covers business analysis on data warehousing systems.
Typically Offered: Fall, odd years.

CIS 475. Integration of Business Processes in SAP ERP. 6 Credits.
Immersion into the concepts of ERP and integration points between different business disciplines supporting each business process cycle. This course introduces the basic processes of SAP ERP.
Typically Offered: Summer.

CIS 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student’s major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

CIS 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Computer Science (CSCI)

Courses

CSCI 120. Introduction to Programming. 3 Credits.
An introduction to computer programming using any programming language.
Typically Offered: Spring, even years.
Prerequisite: ASC 93 or higher.

CSCI 124. C++ I. 4 Credits.
An introduction to programming in C++. The course is only offered online.
Typically Offered: Fall, Spring.
CSCI 127. Introduction to Programming in Java. 3 Credits.
An introduction to computer programming using the Java language.
Typically Offered: Spring.
Prerequisite: ASC 93 or higher.

CSCI 160. Introduction to Structured Programming I. 3 Credits.
An introduction to structured programming using C++. Topics include input, output, looping and decision structures, subprograms, and interface to a GUI operating system.
Typically Offered: Fall, odd years.
Prerequisite: ASC 93 or higher.

CSCI 161. Introduction to Structured Programming II. 3 Credits.
A continuation of CSCI 160. Topics include: Arrays, structures, object-orientated programming, inheritance, polymorphism string manipulation, recursion and pointers.
Typically Offered: Spring.
Prerequisite: CSCI 160.

CSCI 174. C++ II. 4 Credits.
An intermediate level course in programming in C++. The course is offered only online.
Typically Offered: Fall, Spring.

CSCI 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CSCI 242. Data Structures. 3 Credits.
The study of abstract data types (ADTs) and alternatives for implementation of lists, arrays, sets, trees, and graphs. The course explores dynamic and static data structures; time and space analysis of algorithms for initializing; and accessing, searching, sorting and traveling. Cross referenced with SE 242.
Typically Offered: Fall, even years.
Prerequisite: CSCI 161.
Same As: CSCI 242/SE 242.

CSCI 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CSCI 350. Assembly Language Programming. 3 Credits.
An exploration of microprocessor-based machine and assembly language concepts.
Typically Offered: Spring, even years.
Prerequisite: CSCI 370.

CSCI 365. Programming Language Topics. 3 Credits.
A study of 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.
Typically Offered: On sufficient demand.
Prerequisite: CSCI 160.
Repeatable: Up to 6 Credits.

CSCI 370. Computer Organization & Systems. 3 Credits.
An examination of the fundamentals of computer organization and operating system concepts. Cross referenced with SE 370.
Typically Offered: Fall, odd years.
Prerequisite: CSCI 160.
Same As: CSCI 370/SE 370.

CSCI 372. Comparative Programming Languages. 3 Credits.
A comparison of the features of several different programming languages with regards to syntax and semantics.
Typically Offered: On sufficient demand.
Prerequisite: CSCI 161.

CSCI 380. Teaching Computer Science. 3 Credits.
An investigation of objectives, methods, techniques, materials, software, and activities related to the teaching of computer science.
Typically Offered: On sufficient demand.
Prerequisite: Admitted to Teacher Education.

CSCI 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CSCI 450. Practicum in Computer Science. 1-3 Credits.
Experience in the use of computer hardware and software and the opportunity to observe and assist in the management of a computer laboratory.
Typically Offered: On sufficient demand.
Prerequisite: CSCI 370.
Grading: S/U only.

CSCI 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

CSCI 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

Criminal Justice (CJ)

CJ 252. Introduction to the Social and Criminal Justice System. 3 Credits.
An overview of the criminal justice process, including law-making, law enforcement, criminal proceedings, and societal responses.
Typically Offered: Fall.
CJ 390. Criminology and Delinquency. 3 Credits.
The study of the causation, detection, prevention, and correction of criminal and delinquent behavior. Cross-referenced with SOC 390.
Typically Offered: Spring, odd years.
Prerequisite: SOC 110.
Same As: CJ 390/SOC 390.

CJ 416. Corrections: Institutional and Community. 3 Credits.
Analysis of institutional and community based corrections. Emphasis on historical, contemporary, and developing trends and processes.
Typically Offered: Spring, even years.
Prerequisite: PSYC 111 or SOC 110.

Economics (ECON)

Courses
ECON 201. Principles of Microeconomics. 3 Credits.
This is an introductory study of microeconomics. The course emphasizes the price system, market structure, resource allocation, and income distribution.
Typically Offered: Fall, Spring.

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

ECON 261. Business Statistics. 3 Credits.
The course introduces students to descriptive and inferential statistics. Topics include: probability, data collection methods, inferences about one or more populations, tests of significance, tests of hypotheses, and regression analysis.
Typically Offered: Fall, Spring.
Prerequisites: BOTE 336 and MATH 103.

ECON 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ECON 314. History of Economic Thought. 3 Credits.
A study of the development of economic thought from pre-Mercantilism through post-Keynesian.
Typically Offered: Spring, even years.
Prerequisites: ECON 201 and ECON 202.
Same As: ECON 314/HIST 314.

ECON 350. Money and Banking. 3 Credits.
A course designed to acquaint students with, and to help them understand, financial markets, institutions, and the Federal Reserve System. The course enables students to analyze and evaluate regulation of the financial system as well as monetary policy. Current issues in domestic and international financial systems are emphasized.
Typically Offered: Fall, even years.
Prerequisites: ECON 201 and ECON 202.

ECON 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ECON 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ECON 460. The Atlantic World. 3 Credits.
This course is an interdisciplinary investigation of the political, economic, and social developments that shaped the region, from the age of empires to the decolonization of the twentieth century. Using a comparative approach, this course examines the Atlantic community constructed between Africa, Western Europe and the Americas, with particular attention to the interactions on matters of migration, market economies, ideology and cultural exchange. Cross-referenced with HIST 460 and GEOG 460.
Typically Offered: Spring, odd years.
Same As: ECON 460/GEOG 460/HIST 460.

EDUC 210. Creative Activities. 2 Credits.
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.
Typically Offered: Fall, Spring, Summer.

EDUC 240. Educating Exceptional Students. 3 Credits.
A study of the characteristics of the exceptional student. Current delivery models, educational adaptations, and best practices for the regular classroom teacher of a mainstreamed student are stressed.
Typically Offered: Fall, Spring.

EDUC 249. Introduction to VCSU Program. 1 Credit.
An introduction to the Teacher Education Program at VCSU. This course introduces students to the requirements for admission into the program and to the Teacher Education Handbook, Praxis I and II requirements, and the senior portfolio.
Typically Offered: Fall, Spring.

EDUC 249. Introduction to VCSU Program. 1 Credit.
An introduction to the Teacher Education Program at VCSU. This course introduces students to the requirements for admission into the program and to the Teacher Education Handbook, Praxis I and II requirements, and the senior portfolio.
Typically Offered: Fall, Spring.
EDUC 250. Introduction to Education. 3 Credits.
An introduction to the professional education sequence. The course examines the teaching profession, including the historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including the effective use of planning, implementing, evaluating, and reflecting. The course requires a 40 hour field experience in an elementary or secondary classroom.
Typically Offered: Fall, Spring.
Prerequisite: Sophomore Standing or higher.

EDUC 283. Understanding Cultural Diversity in Education. 3 Credits.
A multicultural study of the cultural, ethnic, linguistic, and developmental differences of students in the classroom. Included are traditional and modern Native American cultures and values with an emphasis on North Dakota Native Americans as well as strategies for teaching and assessing diverse cultural populations.
Typically Offered: Fall, Spring, Summer.

EDUC 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

EDUC 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

EDUC 300. Educational Technology. 2 Credits.
A study of the use of information and communication technologies for educational purposes. Students design and develop digital-age learning experiences that incorporate contemporary tools and resources to maximize content learning and to develop the knowledge, skills, and attitudes of a professional educator.
Typically Offered: Fall, Spring.

EDUC 305. Philosophy and Curriculum of Middle Level Education. 3 Credits.
A focus on the educational foundations essential to meeting the needs of young adolescents in the middle level schools. Education topics include philosophy, historical background, curriculum, facilitation of learning, organizational practices, assessment, and planning.
Typically Offered: Summer.

EDUC 310. Introduction to Early Childhood Education. 3 Credits.
A course designed to provide students with the terminology and historical background related to early childhood education. The course covers the growth and development of the child from birth to age eight with an emphasis on developmentally appropriate practices. Parental involvement, play, and observation practices are also examined.
Typically Offered: Fall, Summer.

EDUC 313. Language and Literacy in Early Childhood Education. 2 Credits.
A study of language and literacy growth and development during the early childhood years. Emphasis is given to sub-cultural language patterns, language and literacy problems, theories concerning the origins of language and literacy, and the relationship of language and literacy to thought and culture.
Typically Offered: Spring, Summer.

EDUC 315. Mathematics in the Elementary School. 3 Credits.
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. Students will plan, implement, and evaluate lessons. Course includes an embedded field experience.
Typically Offered: Fall, Spring, Summer.
Prerequisites: MATH 277 and MATH 278.

EDUC 320. Social Studies in the Elementary School. 3 Credits.
A study of the content, methods, and materials used when teaching elementary school social studies. Topics include multicultural education, geography, global education, law-related education, critical thinking, and computer usage, and designing effective lesson plans.
Typically Offered: Spring.

EDUC 321. Foundations of Reading Instruction. 3 Credits.
An introductory course which provides the foundations of reading education. Topics include 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.
Typically Offered: Fall, Spring.

EDUC 322. Methods of Language Arts Instruction. 3 Credits.
A course based upon the philosophy that the language arts are best taught as integrated modes. Topics include 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.
Typically Offered: Spring, Summer.

EDUC 323. Methods of Reading in the Elementary School. 2 Credits.
A concentration on the teaching of reading based upon the integrated teaching of language arts. Topics include phonics, phonemic awareness and literature-based approaches, guided reading, reading recovery, teaching reading in the content areas, promoting reading as a lifelong activity, organizing and managing classroom reading programs, using technology in literacy, diagnosis and correction of reading difficulties, and meeting the needs of culturally diverse and special needs students. May be taken concurrently with EDUC 321.
Typically Offered: Fall, Summer.
Prerequisite: Admitted to Teacher Education;
Prerequisite or Corequisite: EDUC 321.

EDUC 330. Children's Literature. 3 Credits.
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 are explored.
Typically Offered: Fall, Spring.
EDUC 337. Pre-Kindergarten Observation and Assessment. 3 Credits.
An opportunity for a field experience in a pre-kindergarten setting. The pre-service student will be involved in all aspects of teaching in the pre-kindergarten classroom including the administration of informal assessments of a pre-K student using multiple measures. Students are responsible for learning about the basic principles of administration, organization, leadership, and operation of early childhood programs.
Typically Offered: Fall, Spring, Summer.
Prerequisite: EDUC 310.
Grading: S/U only.

EDUC 340. Learning Disabilities, Emotional Disorders, and Intellectual Disabilities. 3 Credits.
A study of psychological and educational research findings pertaining to the child with a learning disability, emotional disturbance, and intellectual disabilities. Emphasis is given to current research and a schools responsibility to provide for a free and appropriate education in least restrictive environment. The course will introduce legal requirements, history and evolution of laws impacting the field of special education, including the Individuals with Disabilities Education (IDEA) Improvement Act of 2004 and No Child Left Behind (NCLB) Act related to special education services.
Typically Offered: Fall.
Prerequisite: EDUC 240.

EDUC 350. Elementary Practicum and Classroom Management. 2 Credits.
An opportunity for pre-service teachers to gain experience in an elementary classroom in preparation for student teaching. The student works closely with an elementary teacher to develop a greater understanding of effective teaching and classroom management.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Teacher Education.
Grading: S/U only.

EDUC 351. Secondary Practicum and Classroom Management. 1 Credit.
An opportunity for pre-service teachers to gain experience in a secondary classroom in preparation of student teaching. The student works closely with an secondary classroom teacher to develop a greater understanding of effective teaching and classroom management. Students are encouraged to take the practicum the same semester as their secondary methods course.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Teacher Education.
Grading: S/U only.

EDUC 352. Culturally Diverse Practicum. 1 Credit.
Provides pre-service teachers an experience in a culturally diverse classroom. This experience will enable the pre-service teacher to be better prepared to meet all student's needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.
Typically Offered: Fall, Spring.
Grading: S/U only.

EDUC 355. Science Methods for Elementary Teachers. 3 Credits.
A course designed to prepare prospective elementary teachers for effective teaching of science in elementary schools. Methods and materials are introduced and opportunities for practice and evaluation are available. Topics include critical thinking and questioning techniques, designing effective lesson plans and units.
Typically Offered: Fall, Summer.

EDUC 361. Foundations of Bilingual/Multicultural Education. 2 Credits.
A focus on models of bilingual education. Topics include research of the effectiveness, or lack thereof, of bilingual education; the history of bilingual education; and significant laws and court decisions affecting language minority students.
Typically Offered: Summer.

EDUC 363. Assessing ELL Proficiency. 2 Credits.
An examination of the assessment and testing of culturally diverse students. Students study culturally appropriate assessment tools and methods of identifying and assessing limited English.
Typically Offered: Fall.

EDUC 375. Teaching Reading in the Content Areas. 2 Credits.
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.
Typically Offered: Fall, Spring, Summer.

EDUC 380. Methods of Teaching ELL. 2 Credits.
A study of the methods, materials and trends of teaching the English language learner.
Typically Offered: Spring.
Prerequisite: EDUC 361.

EDUC 384. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

EDUC 389. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

EDUC 400. Educational Psychology. 2 Credits.
A study of how students learn and how effective teaching assists the learning process. Units of instruction include learning styles, information processing and cognitive skills development, classroom management, motivation, and assessment of student learning.
Typically Offered: Fall, Spring, Summer.
Prerequisite: Admitted to Teacher Education.

EDUC 430. Diagnosis and Correction of Reading Difficulties. 3 Credits.
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, including preparation on implementing interventions and strategies after the diagnosis of students.
Typically Offered: Spring, Summer.
Prerequisite or Corequisite: EDUC 323.

EDUC 431. Practicum in Corrective Reading (Elementary). 2 Credits.
Provides an opportunity for the advanced student to gain firsthand experience in public school remedial reading programs. Knowledge and skills concerning causes, diagnosis, and treatment of reading difficulties are put to practical use by incorporating interventions and strategies for struggling readers.
Typically Offered: Fall, Spring, Summer.
Prerequisite or Corequisite: EDUC 430.
Grading: S/U only.
EDUC 432. Practicum in Corrective Reading (Secondary). 2 Credits.
Provides an opportunity for the advanced student to gain firsthand experience in public school remedial reading programs. Knowledge and skills concerning causes, diagnosis, and treatment of reading problems are put to practical use.
Typically Offered: Fall, Spring, Summer.
Prerequisite or Corequisite: EDUC 430.

EDUC 433. Practicum and Assessment in Reading. 1 Credit.
This 30 hour practicum provides an opportunity for the student to gain first hand experience in public school corrective/remedial programs. Knowledge concerning courses, diagnosis, and treatment of reading problems is put to practical use. Students will have an opportunity to work intensively with individual students or small groups of students who are experiencing problems in learning how to read. This practicum provides preservice teachers with an opportunity to apply what they have learned in the prerequisite reading courses.
Typically Offered: Fall, Spring.
Prerequisite or Corequisite: EDUC 430.

EDUC 435. Kindergarten Education and Curriculum. 4 Credits.
A study of techniques and procedures for teaching in the kindergarten. The curriculum areas of social science, math, health, safety, expressive arts, and language arts are explored. Materials and methods are examined as well as organizational and management procedures appropriate to the preschool kindergarten child.
Typically Offered: Spring, Summer.

EDUC 450. Trends in Assessment and Educational Issues. 2 Credits.
A study of current issues and trends with an emphasis on assessment. The course focuses on formative and summative evaluation processes, comprehensive assessment strategies to measure student learning, holistic plans to determine student grades, state and national assessments, use of assessment data to determine curricular decisions and current issues with a significant impact on education.
Typically Offered: Fall, Spring, Summer.

EDUC 464. Practicum in the ELL Classroom. 2 Credits.
An opportunity for a practicum/classroom experience in a linguistically diverse setting. Students observe, teach, and work closely with a teacher as well as with students from diverse primary language backgrounds.
Typically Offered: Fall, Spring.
Prerequisite: EDUC 390.

EDUC 470. Methods of Teaching in the Middle School. 3 Credits.
Focused on strategies used in exemplary middle school teaching that are appropriate for young adolescent learners. The course provides students with an opportunity to learn and develop the knowledge and skills necessary to achieve teaching competency.
Typically Offered: Summer.

EDUC 475. Student Teaching (Secondary). 5 Credits.
Observation, teaching, and other experiences related to teaching in the secondary school.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Student Teaching.
Grading: S/U only.

EDUC 480. Student Teaching (Secondary). 10 Credits.
Observation, teaching and other experiences related to teaching. The student in secondary education spends twelve weeks of the senior year student teaching. K-12 majors will gain experience at the elementary and secondary levels.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Student Teaching.
Grading: S/U only.

EDUC 485. Student Teaching (Elementary). 5 Credits.
Observation, teaching, and other experiences related to teaching in the elementary school.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Student Teaching.
Grading: S/U only.

EDUC 490. Student Teaching (Elementary). 10 Credits.
Observation, teaching, and other experiences related to teaching. The student in elementary education spends twelve weeks of the senior year student teaching.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Student Teaching.
Grading: S/U only.

EDUC 491. Senior Portfolio. 1 Credit.
A course to assist the student in developing a Teaching for Learning Capstone unit during student teaching and a digital portfolio for graduation. The course addresses both technical application and content.
Typically Offered: Fall, Spring.
Grading: S/U only.

EDUC 492. Clinical Practice. 2-12 Credits.
A supervised Clinical Practice used in place of student teaching when the Clinical Practice can be used to satisfy the requirements for licensure.
Typically Offered: Fall, Spring.
Grading: S/U only.
Repeatable: Up to 12 Credits.

EDUC 493. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

EDUC 494. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

EDUC 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
English (ENGL)

Courses

ENGL 110. College Composition I. 3 Credits.
A course which introduces students to college-level reading, writing, rhetoric, and critical thinking skills.
Typically Offered: Fall, Spring.
Prerequisite: ACT English score of 18 or higher, ACT English score of 14-17 with corequisite of ASC 88, or ASC 87.

ENGL 120. College Composition II. 3 Credits.
A course which continues the development of ENGL 110 skills with emphasis on research writing and documentation.
Typically Offered: Fall, Spring.
Prerequisite: ENGL 110 with a grade of C or better or an ACT English score of 23 or higher.

ENGL 125. Introduction to Professional Writing. 3 Credits.
A course which introduces the writing and research skills needed in business and technology fields. Topics include technical organizational patterns, document design, readability of text, research methods, research reporting and collaborative writing.
Typically Offered: Fall, Spring.
Prerequisite: ENGL 110 with a grade of C or better or an ACT English score of 23 or higher.

ENGL 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ENGL 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ENGL 210. College Composition III. 3 Credits.
Advanced development of writing skills which emphasizes increasingly sophisticated and effective rhetoric and style. Topics include the study of classic and contemporary rhetorical strategies through the analysis of both written and visual media, and the application of that study in original student works, including memoir/narrative, critical analyses, and research.
Typically Offered: Spring.
Prerequisite: ENGL 120 or ENGL 125.

ENGL 213. Literary Publications. 1 Credit.
An introduction to creative and academic magazine publishing in which students will produce The Forge, the campus literary, essay, and arts journal. After learning about the current literary marketplace through a review of contemporary literary journals, students will learn how to solicit manuscript and visual art entries, and then edit, design, layout and publish the journal. Students will also take part in organizing an open mic event and promoting and distributing the finished product.
Typically Offered: Spring.
Grading: S/U only.
Repeatable: Up to 4 Credits.

ENGL 220. Introduction to Literature. 3 Credits.
A course which introduces students to college-level reading and discussion of representative examples from poetry, drama, and fiction using common literary terminology. ENGL 220 may not be used to meet the English major literature requirements.
Typically Offered: Fall.

ENGL 225. Introduction to Film. 3 Credits.
A course which introduces students to film studies, including analysis of narrative and stylistic elements of films.
Typically Offered: Spring.

ENGL 241. World Literature I. 3 Credits.
A survey of major world literature text dating from antiquity through medieval times.
Typically Offered: Fall, even years.

ENGL 242. World Literature II. 3 Credits.
A survey of major world literature texts dating from the Renaissance to the present.
Typically Offered: Spring, odd years.

ENGL 261. American Literature I. 3 Credits.
A survey of the principle authors and literary movements to the end of the Civil War.
Typically Offered: Fall, odd years.

ENGL 262. American Literature II. 3 Credits.
A survey of the principle authors and literary movements from the end of the Civil War to the present time.
Typically Offered: Spring, even years.

ENGL 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ENGL 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ENGL 300. Grammatical Analysis. 3 Credits.
A practical course in grammatical construction and usage, including traditional, structural, and transformational descriptions.
Typically Offered: Spring, even years.

ENGL 305. Writing Workshop. 1 Credit.
A workshop course dealing with the original student work in a specific creative writing genre including poetry, drama, fiction, or creative non-fiction. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 3 Credits.

ENGL 309. Linguistics and Language Acquisition. 3 Credits.
A study of the nature of language, organization principles of language, the history of English language and the principles of language change, and the psycholinguistic theories of first and second language acquisition.
Typically Offered: Summer.

ENGL 310. Writing in the Major. 3 Credits.
An intensive study of various methods of composition specific to the discipline and stressing theory, research, audience expectation, and revision.
Typically Offered: Spring, odd years.
ENGL 321. English Literature I. 3 Credits.
A survey of principle British authors and literary movements, covering the literature from the Anglo-Saxon invasions through the end of the 18th Century.
Typically Offered: Spring, odd years.

ENGL 322. English Literature II. 3 Credits.
A survey of the principle British authors and literary movements from the Romantic period to the present time.
Typically Offered: Fall, odd years.

ENGL 330. Creative Writing. 3 Credits.
The intensive study and practice of writing poetry, short stories, and nonfiction, with the goal of constructing a polished portfolio of work. The course includes the exploration of contemporary genres and writing techniques.
Typically Offered: Fall, even years.
Prerequisite: ENGL 120 or ENGL 125.

ENGL 350. Literature in Translation. 3 Credits.
A study of representative works from non-English speaking counties with emphasis on literary representation of postcolonial and postmodern experience.
Typically Offered: On sufficient demand.

ENGL 371. Critical Theory. 3 Credits.
A formal introduction to traditional and contemporary critical approaches which build upon discipline-specific methods of literary analysis.
Typically Offered: Spring, even years.

ENGL 391. Global Seminar. 1-3 Credits.
An interdisciplinary examination of a specific language, culture, and its current local/global issues. In-depth experiences in the country of student's choice. Required before a study-abroad program travel. Cross-referenced with GEOG 391, HIST 391, HUM 391, and SPAN 391.
Typically Offered: Spring.
Same As: ENGL/GEOG/HIST/HUM/SPAN 391.

ENGL 393. Writing Center Tutoring. 1 Credit.
A concentrated tutor training course for developing the knowledge and skills necessary for writing tutors to effectively assist individuals and small groups with their writing challenges. Topics include tutoring techniques, revision strategies, error identification, and VCSU’s Writing Center methodologies. Any student who wishes to work in the Writing Center must complete this course before becoming a writing tutor. The course does not count toward a major or minor in English.
Typically Offered: Fall, Spring.

ENGL 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ENGL 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

ENGL 409. Language and Culture. 3 Credits.
An examination of the basic sociocultural variables in the acquisition process of first and second languages. Theories in language use, language learning, types of bilingual and multilingual education situations, and social determinants of dialect and style will also be discussed.
Typically Offered: Fall.
Prerequisite: ENGL 309.

ENGL 410. Technical and Scientific Writing. 3 Credits.
An advanced writing course which focuses on formal writing projects required in technical and scientific fields to include technical and scientific research reports and proposals, RFPs, and grant writing.
Typically Offered: Spring, even years.
Prerequisite: ENGL 125.

ENGL 420. Online Communication and Documentation. 3 Credits.
A study of the types and rhetorical demands of online communication, focusing especially on writing help documents, FAQs, software documentation, and copyright issues. Includes copy-editing concerns (clarity, conciseness, accuracy, grammatical correctness) as they relate to these types of writing.
Typically Offered: Fall.

ENGL 430. Studies in Poetry. 3 Credits.
An intensive study of poetic principles as exhibited in the poetry of selected authors, themes, or types.
Typically Offered: On sufficient demand.

ENGL 440. Comparative Literature. 3 Credits.
An advanced course of selected genres, authors, themes, or eras in World Literature.
Typically Offered: Fall, odd years.

ENGL 450. Studies in British Literature. 3 Credits.
An advanced course of selected genres, authors, themes, or eras in British literature. May be repeated for credit.
Typically Offered: On sufficient demand.
Repeatable: Up to 6 Credits.

ENGL 460. Studies in American Literature. 3 Credits.
An advanced course which examines selected genres, authors, themes, or eras in American Literature. May be repeated for credit.
Typically Offered: Spring, odd years.
Repeatable: Up to 6 Credits.

ENGL 470. Shakespeare. 3 Credits.
A study of Shakespeare’s life, times, and writings, emphasizing major plays.
Typically Offered: Fall, even years.

ENGL 490. Methods of Teaching English. 3 Credits.
An examination of the curriculum, methods, materials, trends, and philosophy in the teaching of the English language arts in secondary schools. ENGL 490 must be successfully completed prior to student teaching.
Typically Offered: Fall, odd years.
Prerequisite: Admitted to Teacher Education.
ENGL 491. Senior Capstone. 2 Credits.
A course which provides the opportunity for upper-level students to work
individually with professors in designing and completing a Senior Thesis, as
well as exposing future graduates to discipline-specific career expectations and
processes.
Typically Offered: Fall, Spring.
Grading: S/U only.
ENGL 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework
and other disciplines into a project that leads to the creation of an original
body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
ENGL 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work
experience. Internship must be related to the student's major or minor course
of study and may be in any geographic location. Credit is granted in the range
of three to twelve hours per semester and may be repeated up to a maximum
of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or
higher.
Grading: S/U only.
ENGL 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to
extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Finance (FIN)

Courses
FIN 375. Managerial Finance. 3 Credits.
An introduction to corporate finance. Emphasis will be placed on valuation
techniques and long-term financial planning for business entities.
Typically Offered: Fall.
Prerequisite: ACCT 201 and a General Education Math class.
FIN 376. Managerial Finance II. 3 Credits.
A continuation of managerial finance with an emphasis on short-term
financial planning for business entities, risk management, use and valuation
of options, and selected international corporate finance issues.
Typically Offered: Spring.
Prerequisite: FIN 375 with a grade of C or better.
FIN 380. Principles of Investments. 3 Credits.
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.
Typically Offered: Spring.
FIN 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to
extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Geography (GEOG)

Courses
GEOG 100. Introduction to Earth Science. 4 Credits.
A broad, non-quantitative survey of topics in geology, oceanography,
meteorology, and astronomy. This course is a prerequisite for many upper
division courses and includes laboratory work. Cross-referenced with GEOL
100.
Typically Offered: Fall, Spring.
Same As: GEOG 100/GEOL 100, GEOG 100/GEOL 100.
GEOG 106. The Earth Through Time. 4 Credits.
A lecture and laboratory course which provides an introduction to the earth
through time. Topics include the origin and history of the planet and the
history and evolution of animal and plant life. The laboratory work involves
studying fossils and interpreting geologic maps and stratigraphic columns.
Cross-referenced with GEOL 106.
Typically Offered: Spring.
Prerequisite: GEOL 100/GEOL 100.
Same As: GEOG 106/GEOL 106, GEOG 106/GEOL 106.
GEOG 111. Survey of Geography. 2 Credits.
A survey of human, regional, political, physical, religious, and social
geography of the world. This course will look at the ever changing relationship
between human activity and its impact on the geographical landscape. The
course will also look at spatial interaction and mapping, the use of natural
resources, and socioeconomic development.
Typically Offered: Fall, Spring, Summer.
GEOG 151. Human Geography. 3 Credits.
A non-ethnocentric examination of the geography of human lifestyles and
activities and their roles in human-environment interaction.
Typically Offered: Spring.
GEOG 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to
extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
GEOG 300. Environmental Earth Science. 4 Credits.
Environmentally focused course which studies and investigates important
earth science problems affecting North Dakota, the United States, and the
world. Working as a class, in groups, or as individuals, students do labs, field
work, and research resulting in presentations about earth science topics.
Cross-referenced with GEOL 300.
Typically Offered: Spring, odd years.
Prerequisite: GEOL 100/GEOG 100.
Same As: GEOG 300/GEOL 300.
GEOG 320. Applied Geography Workshop. 1 Credit.
This course will study applied geographical issues of the world. This course
is designed to present field related topics that are new or changing in the
discipline of geography.
Typically Offered: On sufficient demand.
GEOG 325. History and Geography of England and Britain. 3 Credits.
A study of the geography and the political, economic, and social history of England and its empire from antiquity to the present. Cross-referenced with HIST 325.
Typically Offered: Spring, odd years.
Same As: GEOG 325/HIST 325.

GEOG 362. Geography of North America. 3 Credits.
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.
Typically Offered: Fall, odd years.

GEOG 391. Global Seminar. 1-3 Credits.
Interdisciplinary examination of a specific language, culture, and its current local/global issues. In-depth experiences in the country of student's choice. Required before a study-abroad program travel. Cross-referenced with ENGL 391, HIST 391, HUM 391, and SPAN 391
Typically Offered: Spring.
Same As: ENGL/GEOG/HIST/HUM/SPAN 391.

GEOG 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

GEOG 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

GEOG 460. The Atlantic World. 3 Credits.
This course is an interdisciplinary investigation of the political, economic, and social developments that shaped the region, from the age of empires to the decolonization of the twentieth century. Using a comparative approach, this course examines the Atlantic community constructed between Africa, Western Europe and the Americas, with particular attention to the interactions on matters of migration, market economies, ideology and cultural exchange. Cross-referenced with ECON 460 and HIST 460.
Typically Offered: Spring, odd years.
Same As: ECON 460/GEOG 460/HIST 460.

GEOG 492. Field Experience in Geography. 1-4 Credits.
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 department approval.
Typically Offered: Fall, even years.
Repeatable: Up to 4 Credits.

GEOG 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

GEOG 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Geology (GEOL)

Courses

GEOL 100. Introduction to Earth Science. 4 Credits.
A broad, non-quantitative survey of topics in geology, oceanography, meteorology, and astronomy. This course is a prerequisite for many upper division courses and includes laboratory work. Cross-referenced with GEOG 100.
Typically Offered: Fall, Spring.
Same As: GEOG 100/GEOG 100/GEOG 100/GEOG 100.

GEOL 106. The Earth Through Time. 4 Credits.
A lecture and laboratory course which provides an introduction to the earth through time. Topics include the origin and history of the planet and the history and evolution of animal and plant life. The laboratory work involves studying fossils and interpreting geologic maps and stratigraphic columns. Cross-referenced with GEOG 106.
Typically Offered: Spring, even years.
Prerequisite: GEOL 100/GEOG 100.
Same As: GEOG 106/GEOG 106/GEOG 106/GEOG 106.

GEOL 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

GEOL 300. Environmental Earth Science. 4 Credits.
Environmentally focused course which studies and investigates important earth science problems affecting North Dakota, the United States, and the world. Working as a class, in groups, or as individuals, students do labs, field work, and research resulting in presentations about earth science topics. Cross-referenced with GEOG 300.
Typically Offered: Spring, odd years.
Prerequisite: GEOL 100/GEOG 100.
Same As: GEOG 300/GEOG 300.

GEOL 315. Soil Science and Survey. 4 Credits.
A systematic investigation of the morphology, genesis, classification, and field determination of major soil types. Lab work and field analysis are included.
Typically Offered: Fall.

GEOL 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

GEOL 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

GEOL 416. Hydrology. 4 Credits.
A study of the properties, occurrence, and movement of water on Earth in relation to the hydrologic cycle. This course covers groundwater, surface water, atmospheric water, and soil water processes. Lab and field work are included.
Typically Offered: Spring, odd years.
Prerequisite: GEOL 100/GEOG 100.
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GEOL 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

Health, Physical Education, and Recreation (HPER)

Courses

HPER 100. Concepts of Fitness and Wellness. 2 Credits.
A course designed for students of all ages that teaches the facts about exercise and physical fitness. This general education course combines lecture about the theory of exercise and health issues with laboratory, activity, and technology experiences to introduce the student to concepts of holistic living.
Typically Offered: Fall, Spring, Summer.

HPER 109. Exercise Techniques and Program Design. 3 Credits.
An introductory course that instructs students in the safety and proper mechanics of weight training. Students will acquire knowledge as to the development of specific resistance training protocols. This course also focuses on the design and application of programs for aerobic and anaerobic training.
Typically Offered: Fall, Spring.

HPER 112. Varsity Baseball. 1 Credit.
The study, practice, and performance of baseball on a varsity level. This course may be repeated for credit.
Typically Offered: Spring.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 113. Varsity Basketball. 1 Credit.
The study, practice, and performance of basketball on a varsity level. This course may be repeated for credit.
Typically Offered: Spring.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 114. Varsity Cross Country. 1 Credit.
The study, practice, and performance of cross-country on a varsity level. This course may be repeated for credit.
Typically Offered: Fall.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 115. Varsity Football. 1 Credit.
The study, practice, and performance of football on a varsity level. This course may be repeated for credit.
Typically Offered: Fall.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 116. Varsity Golf. 1 Credit.
The study, practice, and performance of golf on a varsity level. The men's and women's golf teams practice and perform in the fall and spring semesters. Open to all student-athletes. This course may be repeated for credit.
Typically Offered: Spring.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 117. Varsity Softball. 1 Credit.
The study, practice, and performance of softball on a varsity level. This course may be repeated for credit.
Typically Offered: Spring.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 118. Varsity Track & Field. 1 Credit.
The study, practice, and performance of track and field events on a varsity level. This course may be repeated for credit.
Typically Offered: Spring.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 120. Varsity Volleyball. 1 Credit.
The study, practice, and performance of volleyball on a varsity level. This course may be repeated for credit.
Typically Offered: Fall.
Grading: S/U only.
Repeatable: Up to 4 Credits.

HPER 124. Clinical Experience I. 3 Credits.
This course will provide classroom and clinical Athletic Training experience under supervision and guidance of a program approved health care provider. Skills include: emergency care, taping and bracing techniques, and initial exposure to the role and skills of a Certified Athletic Trainer.
Typically Offered: Fall.

HPER 126. Applications for Taping, Protective Devices, and Equipment. 3 Credits.
An introductory course that offers principles and techniques in regard to athletic protective equipment, taping and bracing in the Sports Medicine field. The athletic training student will become proficient in design, construction, maintenance and reconditioning of protective equipment; as well as splinting and taping applications and procedures according to regulations.
Typically Offered: Spring.

HPER 127. Introduction to Athletic Training. 3 Credits.
An introductory preview into the occupation of athletic training and the understanding of athletic training history, the role and function of the National Athletic Trainers' Association, Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards. This course will also incorporate clinical sport psychology skills to prepare students for clinical experiences.
Typically Offered: Spring.
HPER 128. Communication for Health Care Professionals. 3 Credits.
The course prepares students for interprofessional communication and
documentation for health care professionals. The course focuses on the
principles of interprofessional communication methods to help students
develop the extensive vocabulary and computer informatics used in
health care professions. The course concentrates on universal clinical
communication in regard to procedural and diagnostic coding. Students will
define, interpret, and apply medical terms relating to structure, function,
pathology, diagnosis, clinical procedures, and pharmacology in a clinical
setting.
Typically Offered: Spring.

HPER 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to
extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HPER 206. Fundamentals of Teaching Health and Physical Education. 3
Credits.
A study of health and physical education as a discipline encompassing
introductory pedagogy for the health and physical education classrooms.
This course also includes the building of one's "tool box" on content and
technology used within the Health Education and Physical Education
professions.
Typically Offered: Spring.

HPER 207. Prevention and Care of Athletic Injuries. 2 Credits.
An investigation of the methods of prevention and care used for injuries
received in athletic 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.
Typically Offered: Fall, Spring.

HPER 208. Introduction to Physical Education. 2 Credits.
An introduction to 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 of physical education as a
profession and for sport as part of physical education. Special attention is
focused on the role of physical education within the total education program.
Typically Offered: Fall, Spring.

HPER 210. First Aid & CPR. 1 Credit.
An introductory course that includes instruction and laboratory practice in
first aid procedures, including CPR/AED. Upon successful completion of this
course students will be certified by the American Red Cross in basic first aid
and CPR/AED procedures.
Typically Offered: Fall, Spring.

HPER 212. Introduction to Stress Management. 2 Credits.
An introductory course designed to give students knowledge on how stress
affects the body. This interactive course will provide lecture along with
labatory activities to teach appropriate and effective stress reduction
techniques.
Typically Offered: Fall.

HPER 220. Practical Application of Fitness Education. 3 Credits.
The purpose of this course is to help students improve their health related
fitness components through active participation in a variety of safe and
effective activities. The class includes a variety of aerobic activities,
resistance training, core strength and flexibility exercises. Students will
gain an understanding of the components of health-related fitness,
training principles, and the benefits of being physically active. Students will
participate in activities that will increase physical fitness levels and develop
health practices that value physical activity and its contribution to lifelong
fitness.
Typically Offered: Fall, Spring.
Prerequisite: HPER 109.

HPER 222. Recreation and Leisure in Modern Society. 2 Credits.
A course designed to acquaint students with the meaning, problems,
and scope of the recreation and leisure industry. Material provides an
introduction to the history, philosophy, and principles of recreation;
the agencies providing recreation programs; and facility and personnel
development, management, and programming.
Typically Offered: Spring, odd years.

HPER 224. Clinical Experience II. 3 Credits.
This course will provide classroom and clinical Athletic Training experience
under the supervision and guidance of a program approved health care
provider. Content includes: anatomy and physiology, injury recognition and
evaluation, and psychology as related to Athletic Training.
Typically Offered: Spring.
Prerequisite: HPER 124.

HPER 226. Injury Recognition and Evaluation of the Lower Extremity. 3
Credits.
An in-depth course that examines the lower extremity of the human body
using clinical assessment techniques. Orthopedic evaluation and injury
recognition will concentrate in the areas of musculoskeletal and neurological
conditions of the foot, ankle, lower leg, knee complex, hip and pelvis.
Typically Offered: Fall.

HPER 227. Injury Recognition and Evaluation of the Upper Extremity. 3
Credits.
An in-depth course that examines the human body using orthopedic clinical
assessment techniques. Orthopedic evaluations and injury recognition will
concentrate in the areas of musculoskeletal and neurological conditions of
the hand, wrist, elbow and shoulder complex.
Typically Offered: Spring.

HPER 258. Applied Anatomy, Physiology, and Human Performance. 3
Credits.
A course designed to be an integrated learning experience in understanding
the structure and function of the human body and its application to human
movement. HPER 258 and 259 will not satisfy the hours required for the pre-
professional students planning to enter the field of science or elementary
education majors.
Typically Offered: Fall.
HPER 259. Applied Anatomy, Physiology, and Human Performance. 3 Credits.
A course designed to be an integrated learning experience in understanding the structure and function of the human body and its application to human movement and exercise physiology. HPER 258 and 259 will not satisfy the hours required for the pre-professional students planning to enter the field of science or elementary education majors.
Typically Offered: Spring.
Prerequisite: HPER 258.

HPER 287. Field Experience. 1-4 Credits.
An opportunity for the student to gain practical knowledge in an area of study. The student is required to complete 40 hours of work per credit and may be repeated up to a maximum of 12 credit hours. Application and approval through Program Department Chair.
Typically Offered: Fall, Spring.
Prerequisite: Cum GPA of 2.00 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

HPER 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HPER 300. Drug Education and Information. 2 Credits.
A course offering 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.
Typically Offered: Fall, Spring.

HPER 301. Philosophy and Application of Football Coaching. 2 Credits.
A course designed to develop the student's coaching philosophy and knowledge of liability and coaching ethics. Additional topics include fundamentals, individual and team offense and defense, and offensive and defensive team strategy.
Typically Offered: Fall.

HPER 302. Philosophy and Application of Basketball Coaching. 2 Credits.
A course designed to develop the student's coaching philosophy and knowledge of liability and coaching ethics. Additional topics include fundamentals, individual and team offense and defense, and offensive and defensive team strategy.
Typically Offered: Fall.

HPER 303. Philosophy and Application of Volleyball Coaching. 2 Credits.
Instruction in the offensive and defensive strategy and the practical application of fundamental skills and skill drills for playing volleyball.
Typically Offered: Fall.

HPER 304. Philosophy and Application of Baseball and Softball Coaching. 2 Credits.
A course designed to develop the student's coaching philosophy and knowledge of liability and coaching ethics. Additional topics include fundamentals, individual position play, and offensive and defensive team strategy.
Typically Offered: Spring.

HPER 305. Philosophy and Application of Track and Field Coaching. 2 Credits.
A basic introduction to coaching track and field. Topics are covered through demonstration, practice and video analysis.
Typically Offered: Spring.

HPER 309. Sport Nutrition Concepts. 3 Credits.
An introductory course that examines the principles of nutrition as specifically related to sports participants. Students will acquire the knowledge necessary to apply sound nutritional practices in the athletic population.
Typically Offered: Fall, Spring.

HPER 311. Emergency Response Management. 3 Credits.
An advanced course that examines and evaluates current First Aid/CPR/AED skills for the Emergency Medical Responder maintained by the American Red Cross. The student will become proficient in the evaluation and immediate management of acute injuries and illnesses and become certified as an Emergency Medical Responder upon successful completion of the course.
Typically Offered: Fall.

HPER 314. Activities for the Physical Educator. 3 Credits.
The study, practice, and organization of individual, dual, and team activities. Units include badminton, pickleball, tennis, golf, volleyball, basketball, field hockey, soccer, softball, team handball, and more.
Typically Offered: Spring.

HPER 315. Communicable and Non-Communicable Diseases. 3 Credits.
A course designed to study communicable and non-communicable diseases as they relate to current health issues in the American society.
Typically Offered: Spring.

HPER 320. First Aid & CPR Instructor Certification. 2 Credits.
Instructor training for First Aid & CPR using American Red Cross methods of instruction. The course includes instruction, lesson planning, laboratory experience, teacher presentation, and testing. Students assist the Instructor Trainer in HPER 210 and, upon successful completion of the course, receive American Red Cross Instructor certification in First Aid and Cardiopulmonary Resuscitation (CPR).
Typically Offered: On sufficient demand.
Prerequisite: HPER 210.

HPER 324. Clinical Experience III. 3 Credits.
This course will provide classroom and clinical Athletic Training experience under the supervision and guidance of a program approved health care provider. Content includes: psychosocial aspects of sport and injury recognition and evaluation.
Typically Offered: Fall.

HPER 325. Instructional Methods in the Elementary Physical Education Classroom. 3 Credits.
The course is designed to prepare pre-service teachers to teach elementary physical education, grades k-6th. Content areas are pedagogy in the elementary physical education setting, curricular design, assessment of motor and skill mechanics of the elementary student, the integration of fitness in elementary physical education, as well as classroom management.
Typically Offered: Fall.

HPER 326. Therapeutic Modalities. 3 Credits.
An advanced course that details the body's response to the following: thermal-agents, electrical-agents, ultrasound, and mechanical modalities.
Typically Offered: Spring.
HPER 328. Therapeutic Exercise. 3 Credits.
An advanced course in the analysis and application of therapeutic rehabilitation using an evidence-based approach.
Typically Offered: Fall.

HPER 331. Injury Recognition and Evaluation of Head, Neck, and Spine. 3 Credits.
An in-depth course that examines the human body using orthopedic clinical assessment techniques. Orthopedic evaluations and injury recognition will concentrate in the areas of musculoskeletal and neurological conditions of the head, neck and spine.
Typically Offered: Fall.

HPER 332. General Medical Conditions. 3 Credits.
An advanced course that provides an overview of general medical conditions pertaining to the athlete and athletic performance. The course offers skills necessary for the use of Medical Evaluation Techniques and equipment, understanding pharmacology, Infectious Diseases, Dermatological Conditions, Musculoskeletal, neurological, respiratory, cardiovascular, gastrointestinal, systemic, genitourinary and gynecological disorders.
Typically Offered: Fall.

HPER 333. Modern Sports Officiating. 2 Credits.
A study of officiating requirements and mechanics. The course focuses on understanding and interpreting the spirit and intent of the rules in today's sports. The sports covered include: baseball, softball, basketball, football, track and field, soccer, volleyball, and wrestling.
Typically Offered: Fall.

HPER 335. Sport Ethics. 2 Credits.
An investigation of the ethical issues facing coaches in today's society. Focus is placed on moral reasoning in sport and the preservation of moral development in athletics. The course examines how to diminish ethical problems by targeting those things which are positive in sport.
Typically Offered: Fall, Spring.

HPER 336. Human Sexuality. 3 Credits.
A study of the role and meaning of human sexuality in relations to oneself as well as in all interrelationships with other people. Course work includes a study of anatomy and physiology of the reproductive system, human sexual response, process and role of identity, sexual value systems, contraception, and the importance of sexuality in preparation for family living. Cross-referenced with BIOL 380 and PSYC 380.
Typically Offered: Fall, Spring.
Same As: BIOL 380/HPER 380/PSYC 380.

HPER 337. Field Experience. 1-4 Credits.
An opportunity for the student to gain practical knowledge in an area of study. The student is required to complete 40 hours of work per credit and may be repeated up to a maximum of 12 credit hours. Application and approval through Program Department Chair.
Typically Offered: Fall, Spring.
Prerequisite: Cum GPA of 2.00 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

HPER 338. Outdoor Pursuits for the Physical Educator. 2 Credits.
A study of pedagogy and skills used when participating in outdoor activities such as any of the following: Hiking, Disc golf, Orienteering, Geocaching, Snowshoeing, and Cross-country skiing.
Typically Offered: Spring.

HPER 339. Secondary Health Education Methods. 3 Credits.
A study of curriculum and health education methods used in promoting contemporary health education which enable the prospective teacher to plan, implement, evaluate, and reflect within the health education classroom. Emphasis is placed on the development of lesson and unit plans that incorporate measurable objectives aligned to the state and national standards. The class includes a practicum experience in which students are assigned to area public health education classes.
Typically Offered: Fall.
Prerequisite: Admitted to Teacher Education and HPER 306.

HPER 341. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HPER 342. Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HPER 340. Current Issues in Community Health. 2 Credits.
A focus on identifying community or public health problems and the educational as well as environmental measures used for their prevention and control. Emphasis is placed on current health issues in our society and the principles involved in public health planning.
Typically Offered: Fall.

HPER 343. Advanced Topics in Strength and Conditioning. 2 Credits.
An advanced course that assists students in the preparation for the national board examination to become a NSCA-Certified Strength and Conditioning Specialist. This course also allows students to assess their readiness as they prepare for the actual examination.
Typically Offered: Spring.

HPER 344. Organization and Administration of Physical Education and Sport. 2 Credits.
A study of administrative philosophy and techniques in administering physical education, health, and athletic programs. The course also includes the principles of financial management, personnel management, and legal aspects.
Typically Offered: Fall.
HPER 424. Clinical Experience IV. 3 Credits.
This course will provide classroom and clinical Athletic Training experience under the supervision and guidance of a program approved health care provider. Content includes: general medical conditions, therapeutic exercise, and injury recognition and evaluation.
Typically Offered: Spring.
Repeatable: Up to 6 Credits.

HPER 425. Psychology of Coaching. 2 Credits.
An upper-level course that studies the social science of psychology in the sport setting. Psychology units include learning processes, motivation, mental preparation, and communication skills.
Typically Offered: Fall.

HPER 426. Clinical Experience V. 3 Credits.
This course offers clinical athletic training experience under the supervision and guidance of a program-approved health care provider in an approved setting. Course meets periodically for formal competency development will receive supervised clinical education experience in a variety of clinical education settings.
Typically Offered: Fall.

HPER 438. Organization and Administration for Athletic Training. 3 Credits.
An advanced course which develops skills in the organization and administration in Athletic Training. This course gives the student an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. Students will acquire the knowledge necessary to maintain a functional and qualified athletic training room according to national and state standards.
Typically Offered: Spring.

HPER 444. Exercise Physiology of Peak Performances. 3 Credits.
An advanced course that focuses on the role of Exercise Physiology in the training and conditioning of sports participants of all ages and activity levels. Students will acquire knowledge in regard to the benefits of exercise as a therapeutic agent in the rehabilitation of injury and disease, and its use to improve quality of life.
Typically Offered: Fall.
Prerequisites: HPER 258 and HPER 384.

HPER 454. Evidence-Based Practice. 3 Credits.
A dynamic course intended to expand students' ability to appropriately use research literature to guide clinical decision making and practice. Current issues, trends and research in the athletic training profession will be examined. The course will serve as the capstone course for the athletic training program and include an indepth research project utilizing evidence-based research methods.
Typically Offered: Spring.

HPER 485. Assessment In Adapted Physical Education. 3 Credits.
An advanced course designed to include the selection, evaluation, administration and interpretation of various tests used in the physical, behavioral and motor assessment practices of individuals with disabilities. This course prepares physical educators to administer a variety of norm and criteria referenced tests, and design age-appropriate learning activities.
Typically Offered: Spring.
Prerequisite: HPER 385.

HPER 487. Field Experience. 2-4 Credits.
An opportunity for the student to gain practical knowledge in an area of study. The student is required to complete 40 hours of work per credit and may be repeated up to a maximum of 12 credit hours. Application and approval through Program Department Chair.
Typically Offered: Fall, Spring, Summer.
Prerequisite: Cum GPA of 2.00 or higher.
Repeatable: Up to 12 Credits.

HPER 490. Methods of Teaching K-12 Physical Education. 3 Credits.
A study of curriculum and methods used in promoting contemporary K-12 physical education programs that enables the prospective teacher to understand, teach, and assess the significance of the program. The class includes a practicum experience in which students are assigned to area public school physical education classes.
Typically Offered: Fall.
Prerequisites: Admitted to Teacher Education, HPER 306, and HPER 325.

HPER 491. Senior Portfolio. 1 Credit.
A course to assist the student in developing the digital portfolio used to assess the completion of the requirements for the VCSU Abilities and Skills. The course addresses both technical application and content.
Typically Offered: Fall, Spring.
Grading: S/U only.

HPER 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

HPER 498. Coaching Practicum. 2 Credits.
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.
Typically Offered: Fall, Spring, Summer.
Prerequisites: HPER 207 and HPER 210.

HPER 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

History (HIST)

Courses

HIST 103. United States to 1877. 3 Credits.
A survey of U.S. History from the pre-Columbian era through 1877. The course examines causes of European exploration and colonization, the American Revolution, and the Civil War. Topics include abolitionism, political, social, and economic development of the new nation, Manifest Destiny, and Reconstruction.
Typically Offered: Fall, Spring.
HIST 104. United States to Present. 3 Credits.
A survey of U.S. History from Reconstruction through the last decade.
Attention is given to social, economic and political history as well as the role of minorities and women in the development of modern American society. Topics addressed include segregation, immigration, major political movements, U.S. foreign policy, and civil rights.
Typically Offered: Spring.

HIST 211. World Civilizations to 1500. 3 Credits.
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.
Typically Offered: Fall.

HIST 212. World Civilizations since 1500. 3 Credits.
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.
Typically Offered: Spring.

HIST 220. North Dakota History. 3 Credits.
A general study of North Dakota geography, government, and history from 1800 to the present. Special emphasis is placed on the diversity of native and immigrant peoples.
Typically Offered: Spring, odd years.

HIST 267. Environmental History. 3 Credits.
A survey of the interrelationship between the natural environment and the people who inhabit the land. Emphasis is given to the factors and events which have changed and challenged America's attitude toward the land and its natural resources. The course covers both grassroots movements and government policies that have resulted in the conservation and environmental movements in American history. Cross-referenced with BIOL 267.
Typically Offered: Spring, odd years.

HIST 270. Native American Studies. 3 Credits.
A multicultural study of Native American cultural and historical development. Topics addressed include interactions with European and Anglo-American settlers and government, agency and the concept of the Middle Ground, U.S. federal Indian policy, cultural resurgence, and North Dakota Indian tribes.
Cross-referenced with SOC 270.
Typically Offered: Fall, even years.
Same As: HIST 270/SOC 270, HIST 270/SOC 270.

HIST 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HIST 300. Race, Ethnic, and Gender Relations. 3 Credits.
The social-historical study of racial, ethnic, and gender relations. Cross-referenced with SOC 300.
Typically Offered: Fall, odd years.
Prerequisite: SOC 110.
Same As: HIST 300/SOC 300.

HIST 314. History of Economic Thought. 3 Credits.
A study of the development of economic thought from pre-Mercantilism through post-Keynesian.
Typically Offered: Spring, even years.
Prerequisites: ECON 201 and ECON 202.
Same As: ECON 314/HIST 314.

HIST 320. History of American West. 3 Credits.
A study of the political, economic and social impact of the West upon the course of American history.
Typically Offered: Fall, odd years.

HIST 321. History of Ancient Greece and Rome. 3 Credits.
A study of the political, economic, and social history of the two ancient foundations of Western Civilization.
Typically Offered: Fall, odd years.

HIST 325. History and Geography of England and Britain. 3 Credits.
A study of the geography and the political, economic, and social history of England and its empire from antiquity to the present. Cross-referenced with GEOG 325.
Typically Offered: Spring, odd years.
Same As: GEOG 325/HIST 325.

HIST 330. History of the Civil War Era (1850-1877). 3 Credits.
A study of the political, economic, and social causes and consequences of the Civil War era upon U.S. History.
Typically Offered: Spring, even years.

HIST 375. U.S. Constitution: Federalism. 3 Credits.
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 with POLS 375.
Typically Offered: Spring, even years.
Same As: HIST 375/POLS 375.

HIST 376. U.S. Constitution: Civil Liberties. 3 Credits.
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.
Typically Offered: Fall.
Same As: HIST 376/POLS 376.

HIST 380. The American Presidency. 3 Credits.
This course provides students with a general assessment of the issues involving the modern American Presidency. Topics include the development and practice of presidential leadership, the evolution of the modern Presidency, the process of presidential selection, the structure of the Presidency as an institution, and presidential policy-making. It explores the relationship of the Presidency with other major governmental institutions such as Congress and the judiciary branch, and the public and organized interest groups.
Typically Offered: Spring, odd years.
Same As: HIST 380/POLS 380.

HIST 391. Global Seminar. 1-3 Credits.
Interdisciplinary examination of a specific language, culture, and its current local/global issues. In-depth experiences in the country of student's choice. Required before a study-abroad program travel. Cross-referenced with ENGL 391, GEOG 391, HUM 391, and SPAN 391.
Typically Offered: Spring.
Same As: ENGL/GEOG/HIST/HUM/SPAN 391.
HIST 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HIST 400. Historiography. 3 Credits.
A detailed and analytical examination of the evolution of the study of history through time. Special emphasis is given to representative works of major historians.
Typically Offered: Fall.

HIST 454. Renaissance/Reformation. 3 Credits.
An in-depth study of religious, scientific, maritime, social, and political events in Europe between 1450 and 1648. Particular attention is given to the impact of the Reformation in Europe. This course delineates those qualities of life which transformed Europe and the Transatlantic World.
Typically Offered: Fall, even years.

HIST 460. The Atlantic World. 3 Credits.
This course is an interdisciplinary investigation of the political, economic, and social developments that shaped the region, from the age of empires to the decolonization of the twentieth century. Using a comparative approach, this course examines the Atlantic community constructed between Africa, Western Europe and the Americas, with particular attention to the interactions on matters of migration, market economies, ideology and cultural exchange. Cross-referenced with ECON 460 and GEOG 460.
Typically Offered: Spring, odd years.
Same As: ECON 460/GEOG 460/HIST 460.

HIST 470. Topics in Non-Western History. 3 Credits.
A study of selected areas of the world that lie outside of the purview of Western history. Special attention is give to Africa, India, China, Japan, Latin America, or Asia.
Typically Offered: Spring.
Repeatable: Up to 6 Credits.

HIST 490. Methods of Teaching Social Science. 3 Credits.
A study of methods used in teaching social science. Emphasis is on techniques and sources of materials. This course must be successfully completed before student teaching.
Typically Offered: Fall.
Prerequisite: Admitted to Teacher Education.

HIST 491. Senior Capstone. 1 Credit.
This course will assist student in creating the capstone portfolio. The course addresses technical application, content, and self-reflection.
Typically Offered: Fall.
Grading: S/U only.

HIST 492. Historical Research Methods. 3 Credits.
A study of methodologies and sources historians use when conducting research. Students conduct original research.
Typically Offered: On sufficient demand.

HIST 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HIST 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

HIST 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Humanities (HUM)

Courses

HUM 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HUM 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HUM 201. Civilization, Thought, and Literary Heritage. 3 Credits.
An introductory course designed to provide a chronological framework for the exploration of Western culture within a global context, emphasizing a humanistic approach to history, religion, philosophy, and literature.
Typically Offered: Spring.

HUM 202. Fine Arts and Aesthetics. 3 Credits.
An introductory course designed to acquaint the student with the development of music and the visual arts within the context of world civilization and to nurture aesthetic responsiveness.
Typically Offered: Fall.

HUM 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HUM 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HUM 391. Global Seminar. 1-3 Credits.
Interdisciplinary examination of a specific language, culture, and its current local/global issues. In-depth experiences in the country of student's choice. Required before a study-abroad program travel. Cross-referenced with ENGL 391, GEOG 391, HIST 391, and SPAN 391.
Typically Offered: Spring.
Same As: ENGL/GEOG/HIST/HUM/SPAN 391.
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HUM 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HUM 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

HUM 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Library Media and Information Science (LMIS)

Courses

LMIS 250. Introduction to Libraries and Information Science. 3 Credits.
An introduction to the types of libraries, their organization, services, standards, technology, and issues with an emphasis on the role of the school librarian.
Typically Offered: Fall.

LMIS 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

LMIS 360. Collection Development. 3 Credits.
An examination of the basic principles of selection and evaluation of library materials, study and practice in the use of selection aids, and the development of collection policies and procedures.
Typically Offered: Spring, odd years.

LMIS 365. The Organization of Information. 3 Credits.
An introduction to the principles and theories of library cataloging, and practical experience in the use of descriptive and subject cataloging, classification and the MARC format.
Typically Offered: Spring, odd years.

LMIS 370. Reference Sources and Services. 3 Credits.
An exploration of reference services and information literacy instruction with an emphasis on conducting reference interviews, online searching techniques, and using reference sources in multiple formats.
Typically Offered: Fall, odd years.

LMIS 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

LMIS 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

LMIS 430. Administration of the School Library Media Center. 3 Credits.
A study of the objectives and functions of a school library media center and the principles of library management. Consideration is given to teacher-librarian relationships and to current library issues.
Typically Offered: Spring, odd years.

LMIS 445. Standards for Effective Libraries. 3 Credits.
An introduction to national and state curricular and library media standards, with a focus on teaching and learning strategies to integrate information literacy into the curriculum and fostering collaboration among librarians and classroom teachers.
Typically Offered: Fall, even years.

LMIS 470. Current Issues in Librarianship. 3 Credits.
An exploration of current and/or controversial issues in librarianship, with an emphasis on emerging technologies and their use in the library or classroom.
Typically Offered: Spring, even years.

LMIS 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

LMIS 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

LMIS 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Management (MGMT)

Courses

MGMT 235. Diversity in the Workplace. 3 Credits.
A course exploring several aspects of the role of diversity in the workplace, including its importance across business functions. Topics include legality of diversity in the workplace, managing inclusion and varying perspectives and contributions of diverse groups.
Typically Offered: Fall, Spring.
MGMT 270. Business Ethics. 3 Credits.
An investigation of the ethical dilemmas that the contemporary American and global business worlds face. The course examines the role of business in society, the nature of corporate social responsibility, environmental issues, and the influences of the social, political, legal, and regulatory environment. The course also challenges students’ thinking about the impact of diversity on organizations, the relationship between business and the media, and the growth of e-business.
Typically Offered: Fall, Spring.

MGMT 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MGMT 330. Principles of Management. 3 Credits.
A study of management and organizational theory with special attention given to functions of planning, organizing, leading, and controlling in business organizations.
Typically Offered: Fall, Spring.

MGMT 340. Human Resource Management. 3 Credits.
A study of human resource management (HRM) including HRM planning, labor relations and labor law, job analysis, recruitment, selection, evaluation, compensation, benefits, training, discipline, safety/health, and international labor issues.
Typically Offered: Fall, Spring.

MGMT 372. Foundations of Leadership. 3 Credits.
A course designed to introduce the foundations of leadership. The course examines a theoretical background and practical information. Major theories of leadership will be examined and leadership will be integrated to various internal and external organizational factors. Student will learn to think critically about the leadership phenomenon and about the boundary conditions of leadership theories.
Typically Offered: Fall, Spring.

MGMT 381. Project Management. 3 Credits.
An investigation of the project management techniques and appropriate software used to effectively manage projects. This course covers the knowledge areas and other topics as defined by the Project Management Body of Knowledge (PMBOK). Cross-referenced with CIS 381 and SE 381.
Typically Offered: Spring.

MGMT 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MGMT 498. International Experience. 6-12 Credits.
An opportunity to apply classroom learning in a foreign setting. The experience must be related to the student’s area of study and is granted in a range of six to twelve credits per semester with a maximum of twelve hours available. Application is made through the Department of Business.
Typically Offered: Fall, Spring, Summer.
Prerequisite: Junior Standing or Senior Standing.
Repeatable: Up to 12 Credits.

MGMT 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Marketing (MRKT)

Courses

MRKT 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MRKT 305. Principles of Marketing. 3 Credits.
An analysis of the activities, set of institutions, and processes for facilitating the exchange of products, services, and information. Topics include strategic planning; marketing segmentation, targets, and positioning; marketing research; sales; and public relations; creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.
Typically Offered: Fall, Spring.

MRKT 319. Website Authoring. 3 Credits.
A course designed to provide knowledge and skills to complete website project management. Students will learn to assemble and organize websites, production teams, develop goals, management schedules and budgets, and evaluate and evolve a commercial Web presence and students will perform a redesign and maintenance schedule of a professional website.
Typically Offered: Fall, Spring.

MRKT 340. Professional Sales. 3 Credits.
A course designed to focus on the principles and fundamentals of selling psychology, customer motivation, and sales steps with emphasis on techniques and human relations in selling situations. Students will determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities. Students will participate in product knowledge, analyzing the customer, and investigating the competition and capitalizing on the sale through experience exercises.
Typically Offered: Spring.
Prerequisite: MRKT 305.

MRKT 370. Advertising and Promotions. 3 Credits.
A thorough exploration of the communication process and consumer responses throughout that process. Students will acquire the skills needed to make strategic decisions regarding the use of traditional and/or new media to develop and carryout advertising campaigns.
Typically Offered: Fall.
Prerequisite: MRKT 305.

MRKT 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
MRKT 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MRKT 405. Retailing. 3 Credits.
A study of the field of retailing. Topics include establishing and maintaining relationships, basic principles of strategic planning, goods/services categories, targeting customers, gathering information, choosing a store location, merchandise management and pricing, and communication with the customer.
Typically Offered: Fall.

MRKT 414. Social Media Management. 3 Credits.
An exploration of managing social media and analytical tools. This course explores the tools and strategical use of social media in promoting the goals and mission of both for-profit and non-profit organizations, covering advertising, marketing, public relations, and promotional strategies within the media scope of social media. Cross-referenced with COMM 414.
Typically Offered: Spring.
Prerequisite: COMM 314 or COMM 315 or MRKT 305.
Same As: COMM 414/MRKT 414.

MRKT 415. Marketing Research. 3 Credits.
A study of the role of marketing research in strategic decision-making and the basics of scientific research. Topics include the marketing research process; exploratory, descriptive, and casual research designs; scales of measurement; questionnaire and focus group design; fieldwork; data preparation; and basics of interpreting statistical results of research.
Typically Offered: Spring.
Prerequisite: MRKT 305.

MRKT 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Mathematics (MATH)

Courses

MATH 103. College Algebra. 3 Credits.
Relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions and systems of equations.
Typically Offered: On sufficient demand.
Prerequisite: ASC 93 with a grade of C or better, ACT Math score of 21 or higher, or qualifying math placement score.

MATH 104. Finite Mathematics. 3 Credits.
An extension of basic algebra to areas that have applications in the economic, behavior, social, and life sciences. Topics include systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, elementary probability and descriptive statistics.
Typically Offered: Fall, Spring.
Prerequisite: ASC 93 with a grade of C or better, ACT Math score of 21 or higher, or qualifying math placement score.

MATH 105. Trigonometry. 2 Credits.
The study of trigonometric functions and their properties. Topics include angle measure; trigonometric and inverse trigonometric functions; trigonometric identities and equations; parametric and polar coordinates; and general applications.
Typically Offered: On sufficient demand.
Prerequisite: ASC 93 with a grade of C or better, ACT Math score of 21 or higher, or qualifying math placement score.

MATH 107. PreCalculus. 3 Credits.
The study of algebraic functions in preparation for calculus. Topics include equations and inequalities; polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions; trigonometric identities and equations; and applications.
Typically Offered: Fall, Spring.
Prerequisite: ASC 93 with a grade of C or better, ACT Math score of 21 or higher, or qualifying math placement score.

MATH 146. Applied Calculus I. 3 Credits.
A study of limits, derivatives, integrals, exponential, logarithmic functions and applications.
Typically Offered: On sufficient demand.
Prerequisite: MATH 103.

MATH 165. Calculus I. 4 Credits.
The concepts, techniques, and applications of analytic geometry and differential and integral calculus. Topics include limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, and applications.
Typically Offered: Spring.
Prerequisite: MATH 103 or MATH 105 or MATH 107 or MATH 146.

MATH 166. Calculus II. 4 Credits.
The concepts, techniques, and applications of analytic geometry and differential and integral calculus. Topics include applications and techniques of integration; polar equations; parametric equations; sequences and series; power series and applications.
Typically Offered: Fall.
Prerequisite: MATH 165.

MATH 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MATH 208. Discrete Mathematics. 3 Credits.
Sets, relations and functions, combinatorics, logic, methods of proof, Boolean Algebra, difference equations, mathematical induction, combinatorics, introduction to graph theory and automata.
Typically Offered: Fall, odd years.
Prerequisite: MATH 103 or MATH 104 or MATH 107.

MATH 210. Elementary Statistics. 3 Credits.
An introduction to statistical methods of gathering, presenting and analyzing data. Topics include probability and probability distributions, confidence intervals, hypothesis testing, and linear regression and correlation.
Typically Offered: Fall, Spring.
Prerequisite: ASC 93 with a grade of C or better, ACT Math score of 21 or higher, or qualifying math placement score.
MATH 265. Calculus III. 4 Credits.
The concepts, techniques, and applications of analytic geometry and differential and integral calculus. Topics include multivariate and vector calculus including partial derivatives; multiple integration and its applications; line and surface integrals; Green’s Theorem and Stoke’s Theorem.
Typically Offered: Spring.
Prerequisite: MATH 166.

MATH 266. Introduction to Differential Equations. 3 Credits.
The study of differential equations. Topics include solutions of elementary differential equations by elementary techniques; Laplace transforms; systems of equations; matrix methods; numerical techniques; and applications.
Typically Offered: Fall.
Prerequisite: MATH 265.

MATH 277. Mathematics for Elementary Teachers I. 3 Credits.
A course designed to provide elementary teachers with the ability to integrate the understanding of content with the understanding of how students learn arithmetic concepts. Students study the application of arithmetic concepts of the solutions of problems. Mathematical content includes algebra fundamentals, functions, graphing, inductive and deductive reasoning, whole number operations, number bases, numeration systems, place value, number theory topics, sets, integers, decimals, percentages and fractions.
Typically Offered: Fall.

MATH 278. Mathematics for Elementary Teachers II. 2 Credits.
A course designed to provide elementary teachers with the ability to integrate the understanding of content with the understanding of how students learn mathematical concepts. Students study the application of mathematical concepts to the solution of problems. Mathematical content includes topics in geometry, measurement, modular arithmetic, algebra, statistics, and probability.
Typically Offered: Spring.

MATH 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MATH 300. Symbolic Logic. 1 Credit.
A study of truth values, truth tables, conjunctions and disjunctions, negation, quantifiers, and an introduction to Boolean algebra.
Typically Offered: On sufficient demand.

MATH 311. College Geometry I. 2 Credits.
The advanced study of geometry from an axiomatic viewpoint. Topics include incidence and separation properties of planes and space; metric and synthetic approaches to congruencies; geometric transformations; and parallelism and similarity.
Typically Offered: On sufficient demand.
Prerequisite: MATH 103 or MATH 104 or MATH 107 or MATH 146 or MATH 165.

MATH 312. College Geometry II. 3 Credits.
A continuation of the advanced study of geometry. Topics include area theory, circles in a plane, constructions with ruler and compass, solid mensuration, and an introduction to non-Euclidean geometries.
Typically Offered: On sufficient demand.

MATH 313. Algebra and Functions for Teachers. 2 Credits.
Study of algebra and functions for pre-service teachers. Topics include content from North Dakota math standards and North Dakota Math Education teacher preparation standards.
Typically Offered: Spring, odd years.
Prerequisite: MATH 103 or MATH 104 or MATH 107.

MATH 314. Geometry & Trigonometry for Teachers. 3 Credits.
Geometry and Trigonometry for pre-service teachers. Content focused on the teaching and learning of geometry and trigonometry content that is aligned to ND K-12 mathematics standards.
Typically Offered: Spring, even years.

MATH 321. Applied Probability and Statistics. 3 Credits.
This is a non-calculus-based introduction to methods of probability and statistics. Topics to be covered are combinatorial probability, random variables and their distributions, distribution functions and their properties, and the Central Limit Theorem and its applications. The main emphasis is placed on the power of the Central Limit Theorem. Within the framework of the Central Limit Theorem, sample-based inferences of population means and standard deviations, significance tests and confidence limits, tests of hypotheses, sequential paired t-tests, and regression analysis are covered.
Typically Offered: Spring.
Prerequisite: MATH 103 or MATH 104 or MATH 107 or MATH 210.

MATH 330. Linear Algebra and Matrices. 3 Credits.
An introduction to linear algebra which includes matrix algebra, linear systems, the notion of a vector space, and linear transformations and their matrix representations.
Typically Offered: Spring.

MATH 340. Algebraic Structures I. 3 Credits.
A study of algebraic structures. Topics include sets, mappings, relations, and operations; axiomatic development of familiar algebraic systems; examples and basic algebraic properties of groups, rings and fields.
Typically Offered: Fall, even years.
Prerequisite: MATH 165.

MATH 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MATH 400. History and Philosophy of Mathematics. 2 Credits.
An introduction to the history and philosophy of mathematics. Topics include informal origins; ancient, medieval, and modern mathematics; the role of proofs, the status of mathematical objects, logicism, intuitionism and constructive proofs, formalism and the axiom of choice.
Typically Offered: Fall, odd years.

MATH 410. Real Analysis I. 3 Credits.
An introduction to rigorous theory of calculus. Topics covered include the real number system, sequences, limits, continuous functions in R, continuous functions of several variables, metric spaces uniform convergence, interchange of limit operations, infinite series, mean value theorems and their applications, and Riemann integrals.
Typically Offered: On sufficient demand.
Prerequisites: MATH 265 and MATH 330.
MATH 412. Ordinary Differential Equations. 3 Credits.
A continuation of the study of differential equations in MATH 266. Topics covered are Laplace Transforms, Existence and Uniqueness of Solutions, Higher Order Linear Equations, Linear Systems, regular singular points, Sturm-Liouville Theory, Nonlinear Differential Equations that arise in biology, physics, chemistry, and engineering (e.g., Competing Species, Predator-Prey Equations, Liapunov's method, the Lorenz Equations in Fluid Mechanics and Chaos).
Typically Offered: On sufficient demand.
Prerequisites: MATH 266 and MATH 330.

MATH 413. Partial Differential Equations. 3 Credits.
A continuation of the study of differential equations in MATH 266. Topics covered are classification of second order equations, boundary value problems for elliptic and parabolic equations, initial value problems for hyperbolic equations (e.g., Steady State Equations, Heat Equations, Diffusion Equations, Wave Equations, Evolution Equations with various boundary conditions and initial conditions and initial conditions), existence and uniqueness theorems, maximum principles, a priori bounds, the Fourier transform, and their applications to science and engineering.
Typically Offered: On sufficient demand.
Prerequisites: MATH 266 and MATH 330.

MATH 421. Mathematical Probability and Statistics I. 3 Credits.
An introduction to the rigorous theory of probability and statistics. Topics to be covered are Discrete and Continuous Random Variables, Join Densities, Combining Random Variables, Conditional densities, Moment Generating Functions, Binomial Distribution, Poisson Distribution, Normal Distribution, Gamma Distribution, Parameter Estimation using the Method of Maximum Likelihood and the Method of Moments, Interval Estimation, Minimum-Variance Estimators, and Bayesian Estimation.
Typically Offered: On sufficient demand.
Prerequisite: MATH 265.

MATH 422. Mathematical Probability and Statistics II. 3 Credits.
A continuation of MATH 421. Topics to be covered are: Hypothesis Testing, Generalized Likelihood Ratio, Drawing Inferences about the Mean and Variance of a normal distribution, the theory and applications of Z-Sample t-Test and F-Test, Confidence Intervals for 2-Sample problems, Goodness-of-Fit Tests, Regression Analysis, Bivariate Normal Distributions.
Typically Offered: On sufficient demand.
Prerequisite: MATH 421.

MATH 430. Complex Analysis. 3 Credits.
An introduction to the theory of functions of one complex variable. Topics covered include Analytic Functions of One Complex Variable, Cauchy's Integral Theorem, Power Series, Laurent Series, Singularities of Analytic Functions, the Residue Theorem with Application to Improper Integrals, Conformal Mappings and their applications, and the Schwarz-Christoffel Transformations and their applications.
Typically Offered: On sufficient demand.
Prerequisite: MATH 265.

MATH 461. Numerical Analysis I. 3 Credits.
This course introduces students to fundamentals of numerical analysis and their applications to computer science, physical sciences, and engineering. Topics to be covered include solutions of equations in one or several unknowns, numerical integrations, numerical derivatives, numerical solutions of initial-value problems.
Typically Offered: On sufficient demand.
Prerequisites: MATH 266 and MATH 330.

MATH 490. Teaching Secondary School Mathematics. 3 Credits.
An opportunity for students planning to teach math in the secondary schools to understand and apply content topics which align with ND Math Education standards and ND teacher education standards.
Typically Offered: Fall, even years.

MATH 491. Math Capstone. 1 Credit.
A capstone course designed for students to demonstrate competence in math program learning outcomes.
Typically Offered: Fall.
Grading: S/U only.

MATH 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MATH 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

MATH 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Music (MUS)

Courses

MUS 100. Music Appreciation. 3 Credits.
An introduction to some of the world's greatest music. Students learn to react to music on emotional and intellectual levels. Emphasis is placed on listening for basic elements of music, with a goal of establishing a life-long enjoyment of this art form.
Typically Offered: Fall, Summer.

MUS 101. Music Fundamentals. 3 Credits.
The study of fundamental music skills, including; reading notes, scales, and chords; listening skills; and music terminology. The course is open to all students.
Typically Offered: Spring, Summer.

MUS 104. Group Piano for Non-Majors. 1 Credit.
The first course in a two semester option intended for non-music majors who wish to learn to play the piano. Topics include basic note and rhythm reading, ensemble playing, and repertoire. Class instruction is given in an electronic piano laboratory.
Typically Offered: Fall.
MUS 105. Group Piano for Non-Majors. 1 Credit.
The second course in a two semester option intended for non-music majors who wish to learn to play the piano. Topics include basic note and rhythm reading, ensemble playing, and repertoire. Class instruction is given in an electronic piano laboratory.
Typically Offered: Spring.
Prerequisite: MUS 104.

MUS 109. Music Theory I. 3 Credits.
A sequence designed to develop the basic musicianship skills required to analyze, read, write, and perform music. These courses will use portfolios to document work, to demonstrate competencies, and to apply concepts to real musical situations.
Typically Offered: Fall.
Prerequisite: MUS 101.

MUS 110. Music Theory II. 3 Credits.
The second course in a two-semester sequence designed to develop the basic musicianship skills required to analyze, read, write, and perform music. This course uses portfolios to document work, to demonstrate competencies, and to apply concepts to real musical situations.
Typically Offered: Spring.
Prerequisite: MUS 109.

MUS 111. Class Piano I. 1 Credit.
The first course in a four-semester sequence which 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.
Typically Offered: Fall.
Prerequisite: MUS 109.

MUS 112. Class Piano II. 1 Credit.
A continuation of the development of skills introduced in MUS 111.
Typically Offered: Spring.
Prerequisite: MUS 111.

MUS 120. Composition. 1-2 Credits.
Elaboration of weekly projects using simple compositional techniques to improve fluency of ideas and expand skills in writing both melody and harmony. Acquired skills will be applied in the final composition project. Composition lessons may not be audited.
Typically Offered: Fall, Spring, Summer.
Prerequisite: MUS 109.
Repeatable: Up to 4 Credits.

MUS 121. Aural Skills I. 1 Credit.
A companion course to Theory I, designed to develop the visual and aural skills of the student. Content includes rhythm and meter exercises; singing in scale degrees and solfege; and rhythmic, melodic and harmonic dictation.
Typically Offered: Fall.
Prerequisite: MUS 101.

MUS 122. Aural Skills II. 1 Credit.
A companion course to Theory II and a continuation of the development of skills introduced in MUS 121.
Typically Offered: Spring.
Prerequisite: MUS 121.

MUS 130. Valkyries. 0-1 Credits.
The study, rehearsal, and performance of choral literature for women's voices. The choir presents on- and off-campus concerts throughout the year. Open to all female students. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 131. Concert Choir. 0-1 Credits.
The study, rehearsal, and performance of music for larger choral ensembles. The choir presents on- and off-campus concerts throughout the year. Open to all students with prior experience or by permission of the instructor. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 132. University Singers. 0-1 Credits.
The development of individual and group musicianship and vocal skills through the study, rehearsal, and performance of chamber music, madrigals, and contemporary popular music, including vocal jazz and musical theatre. The group presents on- and off-campus concerts throughout the year. Open to all students by permission of the instructor. May be repeated for credit.
MUS 132 may not be substituted by music education majors for MUS 131.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 133. Opera Ensemble. 1 Credit.
The study, rehearsal, and performance of music specific to opera, oratorio, and musical theatre. Admission is by audition only. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 134. Piano Ensembles. 1 Credit.
The study, rehearsal, and performance of music for all types of piano ensembles. Permission of instructor required. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 135. Accompanying. 1 Credit.
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. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 140. Athletic Band. 0-1 Credits.
The Athletic Band rehearses weekly and represents the VCSU Music Department at football and basketball athletic events, serving student athletes, the Athletic Department, and the University. Repertoire will focus on standard and modern popular genres and styles, with an emphasis on musical energy.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 141. Concert Band. 0-1 Credits.
The study and performance of fine quality symphonic wind and percussion literature. The group presents concerts on- and off-campus annually. Open to all students by permission of the instructor. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.
MUS 142. Jazz Ensemble. 0-1 Credits.
The study and performance of big band music from the blues to modern jazz. The band presents concerts on-campus and tours each season. Open to all students by permission of the instructor. May be repeated for credit. MUS 142 may not be substituted by music education majors for MUS 141.

Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 143. Garage Band. 1 Credit.
The study and performance of popular music for guitarists, drummers, singers, and keyboardists. The group presents concerts on-campus and tours annually. Open to all students by permission of the instructor. May be repeated for credit.

Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 144. Percussion Ensemble. 1 Credit.
The study and performance of percussion music representing various style periods. Admission is by permission of the instructor. May be repeated for credit.

Typically Offered: On sufficient demand.
Repeatable: Up to 10 Credits.

MUS 145. Brass Ensemble. 1 Credit.
The study and performance of brass music representing various style periods. Admission is by permission of instructor. May be repeated for credit.

Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 146. Woodwind Ensemble. 1 Credit.
The study and performance of woodwind music representing various style periods. Admission is by permission of the instructor. May be repeated for credit.

Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 147. Handbell Choir. 1 Credit.
The study, pedagogy, rehearsal, and performance of music for Handbell Choir. This ensemble serves as basic preparation for leading Handbell Choirs. Admission is by permission of instructor. May be repeated for credit.

Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 148. Orchestra. 1 Credit.
The study and performance of symphonic and orchestral literature. The group presents concerts on- and off-campus annually. The course is open to all students, faculty, staff, and community members who play string, wind, or percussion instruments by permission of the instructor and may be repeated for credit.

Typically Offered: Fall, Spring.
Repeatable: Up to 10 Credits.

MUS 150. Applied Piano. 1-2 Credits.
1 credit music lessons (a weekly half hour of private instruction) are open to all students, regardless of program of study; and to music majors and minors depending upon the requirements of their program. 2 credit music lessons (a weekly hour of private instruction) are open only to music majors and minors. Music majors and minors will complete at least two semesters of 100-level applied music before passing to the next level. Applied lessons may not be audited.

Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 152. Voice Class. 1 Credit.
The fundamentals of vocal production for students with little or no previous vocal training, instead as a preliminary to individual applied study or choral ensemble participation. Vocal secondaries may substitute MUS 152 for one semester of MUS 153. Admission is by permission of the instructor.

Typically Offered: Fall, Spring.
Repeatable: Up to 2 Credits.

MUS 153. Applied Voice. 1-2 Credits.
1 credit music lessons (a weekly half hour of private instruction) are open to all students, regardless of program of study; and to music majors and minors depending upon the requirements of their program. 2 credit music lessons (a weekly hour of private instruction) are open only to music majors and minors. Music majors and minors will complete at least two semesters of 100-level applied music before passing to the next level. Applied lessons may not be audited. Students with little or no previous vocal training will enroll in MUS 152 Voice Class. Vocal secondaries may substitute MUS 152 for one semester of MUS 153.

Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 154. Applied Guitar. 1-2 Credits.
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.

Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 155. Applied Strings. 1-2 Credits.
Applied music in orchestral strings: violin, viola, cello, or bass. 1 credit music lessons (a weekly half hour of private instruction) are open to all students, regardless of program of study; and to music majors and minors depending upon the requirements of their program. 2 credit music lessons (a weekly hour of private instruction) are open only to music majors and minors. Music majors and minors will complete at least two semesters of 100-level applied music before passing to the next level. Applied lessons may not be audited.

Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 159. Applied Percussion. 1-2 Credits.
1 credit music lessons (a weekly half hour of private instruction) are open to all students, regardless of program of study; and to music majors and minors depending upon the requirements of their program. 2 credit music lessons (a weekly hour of private instruction) are open only to music majors and minors. Music majors and minors will complete at least two semesters of 100-level applied music before attempting the proficiency exam and passing to the next level. Applied lessons may not be audited.

Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 160. Applied Brass. 1-2 Credits.
Applied music in brass instruments: trumpet, horn, trombone, euphonium, or tuba. 1 credit music lessons (a weekly half hour of private instruction) are open to all students, regardless of program of study; and to music majors and minors depending upon the requirements of their program. 2 credit music lessons (a weekly hour of private instruction) are open only to music majors and minors. Music majors and minors will complete at least two semesters of 100-level applied music before passing to the next level. Applied lessons may not be audited.

Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.
MUS 165. Applied Woodwinds. 1-2 Credits.
Applied music in woodwinds: flute, clarinet, saxophone, oboe, or bassoon. 1 credit music lessons (a weekly half hour of private instruction) are open to all students, regardless of program of study; and to music majors and minors depending upon the requirements of their program. 2 credit music lessons (a weekly hour of private instruction) are open only to music majors and minors. Music majors and minors will complete at least two semesters of 100-level applied music before passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 170. Jazz Improvisation. 1-2 Credits.
Development of the ability to improvise music based upon a variety of chord structures. Instruction is in individual lessons or small groups. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

MUS 200. Music Convocation. 0 Credits.
This course meets during the semester for student recital hours and music student meetings. The course is required of all music majors and minors for the duration of the program. Exceptions are made only for students who are practice teaching, or for majors and minors who have completed all program requirements.
Typically Offered: Fall, Spring.
Grading: S/U only.
Repeatable: Up to 0 Credits.

MUS 201. Music Theory III. 3 Credits.
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.
Typically Offered: Fall.
Prerequisite: MUS 110.

MUS 202. Music Theory IV. 3 Credits.
A continuation of MUS 201. Emphasis is placed on formal structure, style characteristics, visual and aural analysis, and part-writing.
Typically Offered: Spring.
Prerequisite: MUS 201.

MUS 203. Aural Skills III. 1 Credit.
A companion course to Theory III, designed to develop the visual and aural skills of the student. Content includes rhythm and meter exercises; singing in scale degrees and solfege; and rhythmic, melodic and harmonic dictation.
Typically Offered: Fall.
Prerequisite: MUS 122.

MUS 204. Aural Skills IV. 1 Credit.
A companion course to Theory IV and a continuation of development of the skills introduced in MUS 203.
Typically Offered: Spring.
Prerequisite: MUS 203.

MUS 205. Basic Conducting. 2 Credits.
A study of basic conducting techniques, score preparation, and interpretation of choral and instrumental literature.
Typically Offered: Fall, even years.
Prerequisite: MUS 110.

MUS 206. World Music. 3 Credits.
A survey course concerning music of the world in relation to the trajectory of Western Art Music. Topics include folk, popular, and other musical forms of both North and South America, Africa, Asia, Europe, and the Middle East. Music is studied within the context of its respective social-cultural epoch.
Typically Offered: Spring.

MUS 207. History of Rock and Roll. 3 Credits.
A historical survey of American popular music, expressly the Rock and Roll genre from the turn of the 20th century to the present day.
Typically Offered: Fall.

MUS 209. Modern Audio Recording. 2 Credits.
An introduction to audio engineering techniques including the study of recording, editing and mixing creative work, as well as the basic principles of acoustics and psycho-acoustics. Computer-based recording equipment is used to demonstrate modern recording theory and practice. Basic use of virtual instruments, MIDI sequencing and loops are also covered in this course. In addition, students will gain experience with recording live events.
Typically Offered: Fall.

MUS 210. Audio Production in the Studio. 2 Credits.
Advanced multi-track recording, editing, mixing, and mastering techniques are explored using both analog and digital equipment. Students will learn conventional/creative miking and signal processing techniques. The further exploration of virtual instruments as well as MIDI controllers is studied in this course. Additionally, students will use the techniques learned in this course to record live events.
Typically Offered: Spring.
Prerequisite: MUS 209.
Repeatable: Up to 6 Credits.

MUS 211. Class Piano III. 1 Credit.
A course that 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.
Typically Offered: Fall.
Prerequisite: MUS 112.

MUS 212. Class Piano IV. 1 Credit.
A course that 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. A keyboard proficiency exam is given at the end of the semester to ensure all requirements have been met.
Typically Offered: Spring.
Prerequisite: MUS 211.

MUS 213. Class Piano. 1 Credit.
Keyboard instruction for online and face-to-face students working toward satisfaction of the keyboard proficiency requirement. Student must continue enrollment until completion of the proficiency. May be repeated for credit.
Typically Offered: Fall, Spring.
Repeatable: Up to 6 Credits.
MUS 220. Composition. 1-2 Credits.
The elaboration of weekly projects using intermediate compositional techniques to improve fluency of ideas and expand skills in writing both melody and harmony. The course includes study and enhancement of transformational techniques. Acquired skills will be applied in the final composition project. May be repeated once for credit. Composition lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 120.
Repeatable: Up to 8 Credits.

MUS 231. Diction for Singers I. 1 Credit.
A detailed study of the pronunciation and articulation of sung English and German using the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds.
Typically Offered: Fall, odd years.
Prerequisite: MUS 152 or MUS 153.

MUS 232. Diction for Singers II. 1 Credit.
A detailed study of the pronunciation and articulation of sung French and Italian using the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds.
Typically Offered: Spring, even years.
Prerequisite: MUS 231.

MUS 233. Diction for Online Students. 2 Credits.
A study of the pronunciation and articulation of sung English, Italian, German and French languages. Students will acquire an understanding of the use of the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds.
Typically Offered: Spring, even years.
Prerequisite: MUS 231.

MUS 249. Introduction to Music Education. 2 Credits.
An introduction to the music education profession. This course examines the teaching profession, including the history, philosophies and social impacts of and current trends in music education. The course requires a 40 hour field experience in an elementary or secondary classroom.
Typically Offered: Fall.

MUS 250. Applied Piano. 2 Credits.
The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the sophomore proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 150.
Repeatable: Up to 8 Credits.

MUS 253. Applied Voice. 2 Credits.
The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the sophomore proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 153.
Repeatable: Up to 8 Credits.

MUS 254. Applied Guitar. 2 Credits.
The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the sophomore proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 154.
Repeatable: Up to 8 Credits.

MUS 255. Applied Strings. 2 Credits.
Applied music in orchestral strings: violin, viola, cello, or bass. The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the sophomore proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 155.
Repeatable: Up to 8 Credits.

MUS 259. Applied Percussion. 2 Credits.
The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the proficiency exam and passing to the next level. Prerequisite: two semesters (2-4 credits) of 100-level applied music, proficiency examination, and permission of the department. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Repeatable: Up to 8 Credits.

MUS 260. Applied Brass. 2 Credits.
Applied music in brass instruments: trumpet, horn, trombone, euphonium, or tuba. The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the sophomore proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 160.
Repeatable: Up to 8 Credits.

MUS 265. Applied Woodwinds. 2 Credits.
The second level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 200-level music lessons before attempting the sophomore proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 165.
Repeatable: Up to 8 Credits.

MUS 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
MUS 301. Scoring and Arranging. 2 Credits.
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: Successful completion of MUS 201.
Typically Offered: Spring, odd years.
Prerequisite: MUS 201.

MUS 302. Advanced Scoring and Arranging. 2 Credits.
An advanced study 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. Students receive one private lesson per week.
Typically Offered: Fall, Spring.
Prerequisite: MUS 301.

MUS 305. Advanced Conducting. 2 Credits.
Advanced conducting techniques, score preparation, rehearsal techniques, and interpretation of choral and instrumental literature in various historical styles.
Typically Offered: Spring.
Prerequisite: MUS 205.

MUS 308. Modern Audio Recording II. 3 Credits.
This class further explores the concepts introduced in MUS 209. Topics include recording, editing, and mixing of creative work. Computer-based recording equipment is used to demonstrate modern recording theory and practice. Students will further explore the use of virtual instruments, MIDI sequencing and loop-based recording. In addition, students will mentor beginning students in recording live events. Students are expected to produce at a higher level than in MUS 209.
Typically Offered: Spring.
Prerequisite: MUS 210.
Repeatable: Up to 9 Credits.

MUS 309. The Business of Music. 3 Credits.
This class will explore various aspects of the music business such as copyright laws, digital media, arts marketing and management, distribution, song writing and publishing, business affairs, music in broadcasting and film, and career planning and development.
Typically Offered: Fall, even years.

MUS 311. Advanced Audio Production in the Studio. 3 Credits.
This class further explores the concepts introduced in MUS 210. Advanced multi-track recording, editing, mixing and mastering techniques are explored using both analog and digital equipment. Students will learn conventional/creative miking and signal processing techniques. More in-depth digital audio workstation training is also included in this course. In addition, students will mentor MUS 210 students in the use of advanced recording techniques for concert recording. Students are expected to produce at a higher level than in MUS 210.
Typically Offered: Spring.
Prerequisite: MUS 210.
Repeatable: Up to 9 Credits.

MUS 312. Electronic Music Production. 3 Credits.
The use of MIDI keyboards, controllers and virtual instruments are explored within the construct of modern digital audio workstations. Students will create original compositions using MIDI sequencing, looping, sampling and advanced MIDI techniques.
Typically Offered: Spring, odd years.
Prerequisite: MUS 120.
Repeatable: Up to 6 Credits.

MUS 320. Composition. 1-2 Credits.
Elaboration of weekly projects using advanced compositional techniques to improve fluency of ideas and expand skills in writing both melody and harmony. The course includes study and enhancement of transformational techniques and various compositional styles. Acquired skills will be applied in the required final composition project. May be repeated once for credit. Composition lessons may not be audited.
Typically Offered: Fall, Spring, Summer.
Prerequisite: Two semesters of MUS 220.
Repeatable: Up to 8 Credits.

MUS 321. Percussion Methods. 1 Credit.
An introduction to basic techniques for performance and instruction of percussion instruments, selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences.
Typically Offered: Spring, even years.

MUS 322. Brass Methods. 1 Credit.
An introduction to basic techniques for performance and instruction of brass instruments, selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences.
Typically Offered: Fall, even years.

MUS 323. Woodwind Methods. 1 Credit.
An introduction to basic techniques for performance and instruction of woodwind instruments, selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences.
Typically Offered: Spring, odd years.

MUS 324. String Methods. 1 Credit.
An introduction to basic techniques for performance and instruction of fretted and orchestral string instruments, selection and care of instruments, and review of instructional materials. An emphasis is placed on pedagogical experiences.
Typically Offered: Spring, odd years.

MUS 325. Vocal Methods. 1 Credit.
An introduction to basic knowledge of correct vocal production techniques, vocal literature for students ages 13-23, and techniques for classification and instruction of changing and changed voices. An emphasis is placed on pedagogical experiences.
Typically Offered: Spring, odd years.
Prerequisite: MUS 152 or MUS 153.

MUS 326. Guitar Methods. 1 Credit.
Basic techniques for performance and instruction of guitar and other fretted string instruments. Selection and care of instruments and review of instructional materials. An emphasis is placed on pedagogical experiences.
Typically Offered: Spring, odd years.
MUS 327. Marching Band Methods. 1 Credit.
An introduction to the fundamental principles of marching and athletic bands. Topics will include philosophy of marching and athletic bands; marching fundamentals; the study of drill, movement, formations, and shows; and rehearsal techniques. An emphasis is placed on pedagogical experiences.
Typically Offered: Fall, even years.

MUS 328. Jazz and Popular Music Lab. 1 Credit.
Practical experience in organizing and playing in jazz and popular music ensembles. Topics include instrumentation, composition/arranging for various ensembles, and performance practices.
Typically Offered: Fall, even years.

MUS 331. Music History & Literature I. 3 Credits.
A survey of the history and literature of Western music from the ancient Greeks through the Baroque period. The course stresses the development of musical styles, forms, and media through the study of representative compositions and composers.
Typically Offered: Fall.
Prerequisite: MUS 110.

MUS 332. Music History & Literature II. 3 Credits.
A survey of the history and literature from Classical period to the present. The course stresses the development of musical styles, forms, and media through the study of representative compositions and composers. Music is studied within the context of its social-cultural epoch.
Typically Offered: Spring.
Prerequisite: MUS 331.

MUS 333. Music History & Literature III. 2 Credits.
A survey of the history and literature of music from the Romantic period through the present day. The course stresses the development of musical styles, forms, and media through visual and aural analysis of representative compositions. Music is studied within the context of its respective social-cultural epoch.
Typically Offered: Fall.
Prerequisite: MUS 332.

MUS 350. Applied Piano. 2 Credits.
The third level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 300-level music lessons after successful completion of the sophomore proficiency examination. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 250.
Repeatable: Up to 8 Credits.

MUS 354. Applied Guitar. 2 Credits.
The third level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 300-level music lessons after successful completion of the sophomore proficiency examination. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 254.
Repeatable: Up to 8 Credits.

MUS 355. Applied Strings. 2 Credits.
The third level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 300-level music lessons after successful completion of the sophomore proficiency examination. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 255.
Repeatable: Up to 8 Credits.

MUS 359. Applied Percussion. 2 Credits.
The third level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 300-level music lessons before attempting the proficiency exam and passing to the next level. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 260.
Repeatable: Up to 8 Credits.

MUS 360. Applied Brass. 2 Credits.
The third level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 300-level music lessons after successful completion of the sophomore proficiency examination. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 265.
Repeatable: Up to 8 Credits.

MUS 365. Applied Woodwinds. 2 Credits.
The third level of applied study, open to music majors and minors, includes a weekly hour of private instruction. The average student will complete at least two semesters of 300-level music lessons after successful completion of the sophomore proficiency examination. Applied lessons may not be audited.
Typically Offered: Fall, Spring.
Prerequisite: Two semesters of MUS 254.
Repeatable: Up to 8 Credits.

MUS 378. Applied Pedagogy. 3 Credits.
A foundational course for teaching an applied instrument (including piano) through private lessons. The class focuses on teaching techniques and evaluation of materials relevant to applied instruction. Business and professional issues facing the independent studio teacher are covered as well as planning a well-rounded studio curriculum, including music theory, music history, chamber music, improvisation, summer camps, and uses for technology.
Typically Offered: Fall.

MUS 379. Piano Pedagogy. 3 Credits.
A course designed to provide an essential foundation for teaching piano. The class focuses on teaching techniques, evaluations of recent piano method books, piano repertoire, piano technique, and the skills of practicing, memorizing, and performing. An integral part of the class is observation of instruction and student teaching of private and/or group lessons under faculty supervision.
Typically Offered: Spring.
MUS 385. Creative Performance. 1 Credit.
A course to prepare the student for the junior recital. While this course is aimed for those preparing a solo recital it is beneficial for anyone aiming for a career in the field of music. Topics include repertoire selection, advertising, marketing, web design, public relations, etc. with the goal of learning how to create and market one's image as well as how to meet the demands of the 21st century performer and educator.
*Typically Offered:* Fall.

MUS 390. Music in the Elementary School. 3 Credits.
A course designed to provide a basic knowledge of music teaching techniques in the elementary school. Topics include curriculum mapping, motivation and management strategies, music learning theories, assessment and the instruction of diverse learners. Peer teaching opportunities are also part of this course. Models of instruction include Orff, Kodaly, Dalcroze, and Gordon.
*Typically Offered:* Fall, odd years.
*Prerequisite:* Admission to Teacher Education.

MUS 397. VCSU CSA Internship. 1 Credit.
An opportunity for students to serve as interns in the VCSU Community School of the Arts on either a teaching track or a conducting track. Student teachers are assigned students and have their teaching supervised and critiqued on a regular basis. Student conductors are given regular conducting and ensemble duties and are also supervised and critiqued regularly. This course may be repeated for credit. Approval of the Director of the Community School of the Arts or the appropriate ensemble director is required.
*Typically Offered:* Fall, Spring.
*Repeatable:* Up to 2 Credits.

MUS 398. Music Business Practicum. 3 Credits.
An opportunity for the music industry student to gain a real-life experience in a local music business. Students research their particular business placement and spend time working in the environment under the guidance of the proprietor and the university faculty.
*Typically Offered:* Fall, Spring.
*Grading:* S/U only.

MUS 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

MUS 403. Choral Methods and Literature. 3 Credits.
An introduction to the methods, materials, models, and rehearsal techniques of the school choral music program. Includes a survey of choral literature, with studies in conducting techniques, score preparation, and interpretation of choral literature in various styles.
*Typically Offered:* Fall, even years.
*Prerequisite:* MUS 205.

MUS 404. Instrumental Methods and Literature. 3 Credits.
An introduction to the methods, materials, models, and rehearsal techniques of the school instrumental music program. Includes a survey of instrumental literature, with studies in conducting techniques, score preparation, and interpretation of instrumental literature in various styles.
*Typically Offered:* Spring, odd years.
*Prerequisite:* MUS 205.

MUS 435. Seminar in Musicology. 3 Credits.
A specialized study within music history. Topics may include intertextuality in music, race and gender studies within music, jazz history, Beethoven Symphonies, the development of opera, music since 1950, music between the world wars, etc.
*Typically Offered:* Spring.
*Prerequisite:* MUS 331.
*Repeatable:* Up to 9 Credits.

MUS 489. The 21st Century Music Classroom. 2 Credits.
Students will explore the issues and trends surrounding the 21st century music educator. Topics will include assessment using technology, student composition software, the use of new technologies to teach music to students with disabilities, virtual performance and recording, human response to music and applying musicianship in the 21st century.
*Typically Offered:* Fall, Spring.
*Repeatable:* Up to 12 Credits.

MUS 491. Music Recital Capstone. 0 Credits.
This 0 credit course is to be taken during the semester a student elects to present a recital as a VCSU capstone project. This course will be taken concurrently with 300-level Applied Music in the student's primary instrument. Students choosing an academic capstone should register for MUS 492.
*Typically Offered:* Fall, Spring.
*Prerequisite or Corequisite:* MUS 249 and MUS 390.

MUS 492. Music Academic Capstone. 1-3 Credits.
An original academic project in Music that demonstrates and synthesizes a student's combined training and education over their undergraduate career. The student will select an area of interest and will undertake work that results in a research, pedagogical, or creative product. The student will work under the supervision of a faculty mentor. Students electing to complete a solo recital capstone should register for MUS 491.
*Typically Offered:* Fall, Spring.
*Repeatable:* Up to 12 Credits.

MUS 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

MUS 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
*Typically Offered:* Fall, Spring, Summer.
*Prerequisites:* Junior Standing, Senior Standing, and 3-12 credits.
*Repeatable:* Up to 12 Credits.

MUS 498. The 21st Century Music Classroom. 2 Credits.
A specialized study within music history. Topics may include intertextuality in music, race and gender studies within music, jazz history, Beethoven Symphonies, the development of opera, music since 1950, music between the world wars, etc.
*Typically Offered:* Spring.
*Prerequisite:* MUS 331.
*Repeatable:* Up to 9 Credits.

MUS 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.
Physics (PHYS)

Courses

PHYS 100. Concepts of Physics. 4 Credits.
An introduction to the concepts of physics as they apply to everyday life. Ideas are presented with a conceptual rather than mathematical approach.

Typically Offered: Fall, Spring.

PHYS 110. Introductory Astronomy. 4 Credits.
An introductory study of the universe including 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.

Typically Offered: Fall.

PHYS 161. Introductory College Physics I. 4 Credits.
A general physics sequence for those who do not plan to take advanced courses in science. Topics include Newtonian mechanics and gravitation, work and energy, solids and fluids, vibrations and waves, electricity and magnetism, lights and optics. PHYS 161 has no mathematical prerequisite but knowledge of elementary algebra is recommended.

Typically Offered: Fall.

PHYS 162. Introductory College Physics II. 4 Credits.
A general physics sequence for those who do not plan to take advanced courses in science. Topics include Newtonian mechanics and gravitation, work and energy, solids and fluids, vibrations and waves, electricity and magnetism, lights and optics.

Typically Offered: Spring.

Prerequisite: PHYS 161.

PHYS 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

PHYS 251. University Physics I. 4 Credits.
A general physics sequence for students majoring in chemistry, physics, or engineering. Topics include 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.

Typically Offered: Fall.

Prerequisite: MATH 165; Corequisite: PHYS 251L.

PHYS 251L. University Physics I Lab. 1 Credit.
The laboratory to accompany PHYS 251.

Typically Offered: Fall.

Corequisite: PHYS 251.

PHYS 252. University Physics II. 4 Credits.
A general physics sequence for students majoring in chemistry, physics, or engineering. Topics include 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.

Typically Offered: Spring.

Prerequisites: MATH 166 and PHYS 251; Corequisite: PHYS 252L.

PHYS 252L. University Physics II Lab. 1 Credit.
The laboratory to accompany PHYS 252.

Typically Offered: Spring.

Corequisite: PHYS 252.

PHYS 253. University Physics III. 4 Credits.
Modern physics, a survey covering physics of the 20th and 21st centuries. Topics normally covered include theory of relativity, discovery of quantum phenomena, basic quantum mechanics, overview of atomic, nuclear, and solid state physics, statistical physics, quantum fluids and superconductivity, fundamental forces and the physics of elementary particles. This course is prerequisite for most courses in advanced physics. The laboratory is a 1 credit component of this course (PHYS 253L).

Typically Offered: Fall.

Prerequisite: MATH 265 and PHYS 252; Corequisite: PHYS 253L.

PHYS 253L. University Physics III Lab. 1 Credit.
The laboratory to accompany PHYS 253.

Typically Offered: Fall.

Corequisite: PHYS 253.

PHYS 275. Planetarium Science. 0-1 Credits.
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.

Typically Offered: Fall; Spring.

Repeatable: Up to 3 Credits.

PHYS 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

PHYS 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

PHYS 376. Embedded Systems. 3 Credits.
A study of micro-controller hardware and software with an emphasis on interfacing the micro-controller with external electronic devices such as transceivers, sensors and actuators for communications and control within an embedded system.

Typically Offered: Spring.

Same As: PHYS 376/SE 376.

PHYS 395. Laboratory Preparation and Management. 1 Credit.
A practicum-like course giving students the opportunity to directly assist the instructor in numerous aspects of laboratory instruction 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.

Typically Offered: Fall, Spring.

Repeatable: Up to 3 Credits.
PHYS 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

PHYS 490. Secondary Science Methods and Techniques. 3 Credits.
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.
Typically Offered: Fall.
Prerequisite: MATH 103 or MATH 104.
Repeatable: Up to 4 Credits.

PHYS 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Prerequisite: Junior Standing or Senior Standing.
Repeatable: Up to 12 Credits.

PHYS 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

Political Science (POLS)

Courses

POLS 115. American National Government. 3 Credits.
This course offers an introductory survey of the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. The course is organized in three wide-ranging themes: (i) foundations of the American political system, (ii) institutions of American government, and (iii) politics and political participation.
Typically Offered: Fall, even years.

POLS 116. State and Local Government. 3 Credits.
A study of the development, structure, and operation of American state and local governments and their roles in the lives of the American people.
Typically Offered: Fall, odd years.

POLS 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

POLS 330. Understanding Statistics. 3 Credits.
This course is an introduction to descriptive, inferential, and correlated statistics. Emphasis is placed on determining when to use each type of test and how to read and discuss statistical analyses. Cross-referenced with COMM 330, PSYC 330, and SOC 330.
Typically Offered: Fall.
Prerequisite: MATH 103 or MATH 104.
Same As: COMM/POLS/PSYC/SOC 330.

POLS 340. Research Methods. 3 Credits.
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques are addressed.
Typically Offered: Spring.
Prerequisites: ENGL 110, ENGL 120 or ENGL 125, and COMM 330/POLS 330/PSYC 330/SOC 330.
Same As: COMM/POLS/PSYC/SOC 340.

POLS 375. U.S. Constitution: Federalism. 3 Credits.
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 with HIST 375.
Typically Offered: Spring, even years.
Same As: HIST 375/POLS 375.

POLS 376. U.S. Constitution: Civil Liberties. 3 Credits.
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.
Typically Offered: Fall.
Same As: HIST 376/POLS 376.

POLS 380. The American Presidency. 3 Credits.
This course provides students with a general assessment of the issues involving the modern American Presidency. Topics include the development and practice of presidential leadership, the evolution of the modern Presidency, the process of presidential selection, the structure of the Presidency as an institution, and presidential policy-making. It explores the relationship of the Presidency with other major governmental institutions such as Congress and the judiciary branch, and the public and organized interest groups.
Typically Offered: Spring, odd years.
Same As: HIST 380/POLS 380.

POLS 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

POLS 395. Student Government Practicum. 1 Credit.
This course provides students who are elected to Student Senate a practicum experience in student government.
Typically Offered: Fall, Spring.
Repeatable: Up to 4 Credits.

POLS 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

POLS 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
POLS 420. Comparative Politics. 3 Credits.
This course surveys the major issues in Comparative Politics. Topics include political structures and processes in a wide variety of countries, analysis of modern states, different types of political regimes, governmental institutions, democracy and authoritarianism, and different political dynamics such as economy and development.
Typically Offered: Spring, odd years.

POLS 425. International Relations. 3 Credits.
This course is a wide-ranging introduction to the core theories, actors, and themes involved in contemporary international affairs. The course is comprehensive in its subject matter, although not exhaustive in detail. Its major objective is to introduce students to a wide range of issues and problems that have focused the attention of policy-makers, academics, and citizens throughout the 20th century.
Typically Offered: Spring.

POLS 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

POLS 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

POLS 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Psychology (PSYC)

Courses

PSYC 111. Introduction to Psychology. 3 Credits.
A survey of the scientific study of behavior and mental processes.
Typically Offered: Fall, Spring.

PSYC 111L. Introduction to Psychology Lab. 1 Credit.
A series of lab exercises that accompany the topics taught in PSYC 111. Students will conduct experiments, participate in online research projects, analyze written documents and engage in other hands-on demonstrations of psychological phenomena.
Typically Offered: Fall, Spring, Summer.
Corequisite: PSYC 111.

PSYC 200. Ethics and Philosophy of Science. 3 Credits.
An exploration of ethical principles and philosophical considerations in science, including a focus on information and media literacy. Topics include the basics of deductive and inductive reasoning, ethical issues in research, philosophical limits of the scientific method, foundations of empiricism and sources of bias in social and natural sciences. Students will acquire skills needed to understand, interpret and discuss controversial issues.
Typically Offered: Spring.

PSYC 250. Developmental Psychology. 3 Credits.
A survey of the psychology of human life span development.
Typically Offered: Fall, Spring, Summer.
Prerequisite: PSYC 111.

PSYC 310. Behavior Modification. 3 Credits.
Introduction to basic principles and techniques of behavior modification. Emphasis is placed on the use of behavior modification techniques in self-management, education, child rearing, and helping professions. Cross-referenced with SPED 310
Typically Offered: Spring.
Prerequisite: PSYC 111.
Same As: PSYC 310/SPED 310.

PSYC 330. Understanding Statistics. 3 Credits.
This course is an introduction to descriptive, inferential, and correlated statistics. Emphasis is placed on determining when to use each type of test and how to read and discuss statistical analyses. Cross-referenced with COMM 330, POLS 330, and SOC 330.
Typically Offered: Fall.
Prerequisite: MATH 103 or MATH 104.
Same As: COMM/POLS/PSYC/SOC 330.

PSYC 340. Research Methods. 3 Credits.
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques are addressed.
Typically Offered: Spring.
Prerequisites: ENGL 110, ENGL 120 or ENGL 125, and COMM 330/ POLS 330/PSYC 330/SOC 330.
Same As: COMM/POLS/PSYC/SOC 340.

PSYC 350. Social Psychology. 3 Credits.
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.
Typically Offered: Fall.
Same As: PSYC 350/SPED 350.

PSYC 360. Group Dynamics. 3 Credits.
An examination of human interaction within groups. Small group processes are practiced. Theories of interpersonal relations, team building, leadership, and conflict management are discussed. Students will observe group dynamics by interacting within small groups and by developing group presentations. Cross-referenced with COMM 360 and SOC 360.
Typically Offered: Fall.
Prerequisite: PSYC 111.
Same As: COMM 360/PSYC 360/SOC 360.
PSYC 370. Abnormal Psychology. 3 Credits.
A survey of the classification, symptoms, etiology, and treatment of psychological disorders.
Typically Offered: Fall.
Prerequisite: PSYC 111.

PSYC 380. Human Sexuality. 3 Credits.
A study of the role and meaning of human sexuality in relations to oneself as well as in all interrelationships with other people. Course work includes a study of anatomy and physiology of the reproductive system, human sexual response, process and role of identity, sexual value systems, contraception, and the importance of sexuality in preparation for family living. Cross-referenced with BIOL 380 and HPER 380.
Typically Offered: Fall, Spring.
Same As: BIOL 380/HPER 380/PSYC 380.

PSYC 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

PSYC 440. Cognition and Brain Science. 3 Credits.
This course is an exploration of the cognitive subdiscipline of psychology. We will explore the history of cognitive psychology and current research in the field, all with a special emphasis on empirical investigations linking cognitive function to specific brain regions. We will learn about research methods in cognition and brain science.
Typically Offered: Fall.
Prerequisite: PSYC 111.

PSYC 450. Personality Theories. 3 Credits.
An examination of major psychological theories related to personality. Special attention is given to the interrelated subparts of personality development, personality dynamics, complex personality processes, and evaluation.
Typically Offered: Spring.
Prerequisite: PSYC 111.

PSYC 470. Counseling Theory and Practice. 3 Credits.
A course focused on counseling principles and practices in educational, industrial, and community settings. Philosophy, objectives, and organization are stressed.
Typically Offered: Spring.
Prerequisite: PSYC 111.

PSYC 480. Health Psychology. 3 Credits.
This course is an exploration of the subdiscipline of health psychology. We will explore topics of health including causal and mediating psychosocial factors, diseases and disorders, as well as social determinants of health (e.g., health disparities influenced by race, sex, socioeconomic status, etc.).
Typically Offered: Fall.
Prerequisite: PSYC 111.

PSYC 491. Capstone. 1 Credit.
This course provides a culminating experience for students majoring in Psychology or Human Services. The course will include an applied learning activity which draws upon concepts from multiple courses in the majors.
Typically Offered: Fall.
Same As: PSYC 491/SOC 491.
Grading: S/U only.

PSYC 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

PSYC 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

PSYC 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

STEM Educ (STEM ED)

Courses

STEM ED 160. Integrative Physical Science for Elementary. 4 Credits.
A conceptual physical science course intended for elementary education majors. Topics include the study of the structure and properties of matter, interactions and energy, interactions and forces, interactions and systems (electricity and magnetism), and the study of waves (including light and sound).
Typically Offered: Fall.

STEM ED 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

STEM ED 306. Inventions and Innovations - Technology Education for Children. 2 Credits.
A course focused on technology and society, invention and innovation, engineering for children, evaluating available integrated STEM curricula, as well as exploring methods for the implementation of integrated STEM activities in the elementary classroom. (Elementary)
Typically Offered: Fall.

STEM ED 306L. Inventions and Innovations - Technology Education for Children Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the STEM ED 306 course.
Typically Offered: Fall.

STEM ED 310. Design, Technology and Engineering for Children. 2 Credits.
A course focused including technology, design and the engineering process, as well as methods integrating STEM activities into thematic units in the elementary school curriculum. (Elementary)
Typically Offered: Summer.
STEM ED 310L. Design, Technology and Engineering for Children Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the
STEM ED 310 course. (Elementary)
Typically Offered: Summer.

STEM ED 331. Innovation and Engineering Design. 2 Credits.
Prepares prospective teachers to teach a middle school course using
engineering design concepts and activities to understand how criteria,
constraints, and processes affect designs. Activities include brainstorming,
visualizing, modeling, constructing, testing and refining designs.
Typically Offered: Summer.

STEM ED 331L. Innovation and Engineering Design Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the
STEM ED 331 course.
Typically Offered: Summer.

STEM ED 342. Building Math. 3 Credits.
A course focused on the implementation of hands-on transdisciplinary
investigations with project-based engineering design activities for middle
school students. Algebraic thinking skills are emphasized through the
collection and analysis of data to solve real problems as well as analysis and
supplementation of available STEM education curricula.
Typically Offered: Summer.

STEM ED 355. STEM Curriculum and Methods for Elementary. 3 Credits.
Foundational course for fully implementing effective elementary-level STEM
(Science, Technology, Engineering, and Mathematics) Education. Reviews
and explores current trends in STEM Education; standards-based education
and backward design; integration of content; evolution, philosophy, purpose,
methods, and standards of STEM disciplines; and interdisciplinary methods
for successfully engaging students and achieving STEM literacy.
Typically Offered: Spring.

STEM ED 411. STEM Curriculum and Methods. 3 Credits.
The study of 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.
Typically Offered: Fall.

STEM ED 431. Design for Engineering. 2 Credits.
An orientation and exposure to the careers and challenges of engineering
and other STEM fields. Major engineering concepts included are
modeling, systems, optimization, technology-society interaction, design and
ethics.
Typically Offered: Fall.

STEM ED 431L. Design for Engineering Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the
STEM ED 431 course.
Typically Offered: Fall.

STEM ED 450. Engineering the Future. 3 Credits.
A course focused on concepts in physics, mathematics, and the engineering
design process while exploring the social, historical, and environmental
contexts of current and emerging technologies. Students develop a practical
understanding of society's influence on the development of technology and
the importance of technological literacy for everyone.
Typically Offered: Spring.

STEM ED 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to
extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Sociology (SOC)

Courses

SOC 110. Introduction to Sociology. 3 Credits.
The study of human behavior in social groups, institutions, and organization,
including the impact of human interactions and social problems on human
behavior.
Typically Offered: Fall, Spring.

SOC 111. Introduction to Anthropology. 3 Credits.
An introductory course on human evolution and the cross-cultural
development of social institutions.
Typically Offered: Fall.

SOC 130. Introduction to Human Services. 3 Credits.
An introduction to the human service professions, including the various roles,
functions, values, and personal attributes needed to function effectively
in these careers. This course covers the history, practice setting, career
opportunities, and philosophical concepts related to working with vulnerable
populations.
Typically Offered: Spring, even years.

SOC 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SOC 220. The Family. 3 Credits.
A study of the family as an important societal institution. The course takes a
historical and sociological perspective, examining the impact of gender, social
class, and race/ethnicity on families in the U.S.
Typically Offered: Spring.

SOC 251. Introduction to Gerontology. 3 Credits.
The study of human behavior in social groups, institutions, and organization,
including the impact of human interactions and social problems on human
behavior.
Typically Offered: Fall, even years.
Prerequisite: SOC 110.

SOC 270. Native American Studies. 3 Credits.
A multicultural study of Native American cultural and historical development.
Topics addressed include interactions with European and Anglo-American
settlers and government, agency and the concept of the Middle Ground, U.S.
federal Indian policy, cultural resurgence, and North Dakota Indian tribes.
Cross-referenced with HIST 270.
Typically Offered: Fall, even years.
Same As: HIST 270/SOC 270,HIST 270/SOC 270.

SOC 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to
extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
SOC 300. Race, Ethnic, and Gender Relations. 3 Credits.
The social-historical study of racial, ethnic, and gender relations. Cross-referenced as HIST 300.
Typically Offered: Fall, odd years.
Prerequisite: SOC 110.
Same As: HIST 300/SOC 300.

SOC 330. Understanding Statistics. 3 Credits.
This course is an introduction to descriptive, inferential, and correlated statistics. Emphasis is placed on determining when to use each type of test and how to read and discuss statistical analyses. Cross-referenced with COMM 330, POLS 330, and PSYC 330.
Typically Offered: Fall.
Prerequisite: MATH 103 or MATH 104.
Same As: COMM/POLS/PSYC/SOC 330.

SOC 340. Research Methods. 3 Credits.
An exploration of social research processes and analyses. Fundamentals and specific application of the most common data gathering and measurement techniques are addressed.
Typically Offered: Spring.
Prerequisites: ENGL 110, ENGL 120 or ENGL 125, and COMM 330/POLS 330/PSYC 330/SOC 330.
Same As: COMM/POLS/PSYC/SOC 340.

SOC 350. Social Psychology. 3 Credits.
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 PSYC 350.
Typically Offered: Spring.
Same As: PSYC 350/SOC 350.

SOC 354. Health, Illness, and Disability. 3 Credits.
A study of the ways in which society influences our definitions and understanding of health, illness, and disability. Topics include health care delivery, utilization, and system structure; the relationship between health professionals and patients; inequality in health care and treatment; social constructions of wellness, illness, healing, and disability; and the meaning and experience of illness and disability.
Typically Offered: Spring, even years.
Prerequisite: SOC 110.

SOC 360. Group Dynamics. 3 Credits.
An examination of human interaction within groups. Small group processes are practiced. Theories of interpersonal relations, team building, leadership, and conflict management are discussed. Students will observe group dynamics by interacting within small groups and by developing group presentations. Cross-referenced as COMM 360 and PSYC 360.
Typically Offered: Fall.
Prerequisite: PSYC 111.
Same As: COMM 360/PSYC 360/SOC 360.

SOC 390. Criminology and Delinquency. 3 Credits.
A study of the causation, detection, prevention, and correction of criminal and delinquent behavior.
Typically Offered: Spring, odd years.
Prerequisite: SOC 110.
Same As: CJ 390/SOC 390.

SOC 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SOC 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SOC 422. Social Science Theory. 3 Credits.
A focus on sociological and social psychological theories and conceptual frameworks. Both classic and contemporary theories and conceptual frameworks are discussed and explored. Examples of theoretical frameworks discussed include functionalism, conflict theory, symbolic interaction and feminist theories. The course should be taken in junior or senior year.
Typically Offered: Fall.
Prerequisite: SOC 110.

SOC 441. Death and Dying. 3 Credits.
A multidisciplinary study of historical and contemporary perspectives on death and dying. Topics include individual and societal attitudes towards death, dying, and end-of-life issues; cultural differences and customs; professions and industries associated with death and dying; bereavement and grief; ethics and end-of-life concerns; and portrayals of death and dying in popular culture.
Typically Offered: Spring, odd years.
Prerequisite: SOC 110.

SOC 491. Capstone. 1 Credit.
This course provides a culminating experience for students majoring in Psychology or Human Services. The course will include an applied learning activity which draws upon concepts from multiple courses in the majors.
Typically Offered: Fall.
Same As: PSYC 491/SOC 491.
Grading: S/U only.

SOC 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SOC 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.

SOC 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
Software Engineering (SE)

Courses

SE 110. Discovering Computing. 3 Credits.
This course will provide an overview of topics ranging from history of computing, problem solving, algorithmic thinking, and concepts behind software development. Students will use graphical programming tools to compute, investigate and implement solutions. This should be suitable for students who want to learn about computing concepts.
Typically Offered: Spring.

SE 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SE 201. Introduction to Software Engineering. 3 Credits.
An introduction to principles of software engineering concepts including lifecycle models, requirements, design, implementation, testing, documentation and the related tools and techniques.
Typically Offered: Spring.

SE 211. Software Construction. 3 Credits.
An introduction to low-level design issues, including formal approaches, basics of formal languages, overview of principles of programming languages, criteria for selecting languages and platforms, tools for automating design and construction, and concurrency.
Typically Offered: Spring.
Prerequisite: SE 201.

SE 212. Software Engineering Approach to Human Computer Interaction. 3 Credits.
Overview of a wide variety of topics relating to designing and evaluating user interfaces, as well as psychological principles of human-computer interaction.
Typically Offered: Spring.
Prerequisite: SE 201.

SE 242. Data Structures. 3 Credits.
The study of abstract data types (ADTs) and alternatives for implementation of lists, arrays, sets, trees, and graphs. The course explores dynamic and static data structures; time and space analysis of algorithms for initializing and accessing, searching, sorting and traveling. Cross referenced with CSCI 242.
Typically Offered: Fall, even years.
Prerequisite: CSCI 161.
Same As: CSCI 242/SE 242.

SE 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SE 311. Software Design and Architecture. 3 Credits.
An in-depth coverage of advanced software design, particularly aspects relating to distributed systems and software architecture.
Typically Offered: Spring.
Prerequisite: SE 211.

SE 321. Software Quality Assurance and Testing. 3 Credits.
A broad coverage of software quality and testing to include quality assurance, inspections and reviews, software validation, and testing techniques.
Typically Offered: Spring, odd years.
Prerequisite: SE 201.

SE 370. Computer Organization & Systems. 3 Credits.
An examination of the fundamentals of computer organization and operating system concepts. Cross referenced with CSCI 370.
Typically Offered: Fall, odd years.
Prerequisite: CSCI 160.
Same As: CSCI 370/SE 370.

SE 376. Embedded Systems. 3 Credits.
A study of micro-controller hardware and software, with an emphasis on interfacing the micro-controller with external electronic devices such as transceivers, sensors, and actuators for communications and control within an embedded system.
Typically Offered: Spring.

SE 378. Social Implications of Computers. 3 Credits.
An examination of social, legal, philosophical, and ethical implications of computing in society and obligations as professionals in software engineering related fields.
Typically Offered: Spring, even years.

SE 380. Systems Analysis and Design. 3 Credits.
A practical approach to systems analysis and design using a blend of traditional development methods and current technologies with a focus on gathering requirements. Cross referenced with CIS 380.
Typically Offered: Fall.

SE 381. Project Management. 3 Credits.
An investigation of the project management techniques and appropriate software used to effectively manage projects. This course covers the knowledge areas and other topics as defined by the Project Management Body of Knowledge (PMBOK). Cross-referenced with CIS 381 and MGMT 381.
Typically Offered: Spring.

SE 385. Database Theory/Design. 3 Credits.
An introduction to relational database concepts, theory, design and management.
Typically Offered: Fall.

SE 480. Capstone. 3 Credits.
A capstone course that provides students, working in groups, with a significant project experience in which they can integrate much of the material they have learned in their program, including matters relating to requirements, design, human factors, professionalism, and project management.
Typically Offered: Spring.
Prerequisite: Senior Standing.
SE 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: Not Specified.
Repeatable: Up to 12 Credits.
SE 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

Spanish (SPAN)

Courses
SPAN 101. 1st Year Spanish I. 3 Credits.
A study of grammar, speaking, reading, and writing in Spanish for students who have had no previous knowledge of the language.
Typically Offered: Fall.
SPAN 102. 1st Year Spanish II. 3 Credits.
A study of grammar, speaking, reading, and writing in Spanish for students who have had no previous knowledge of the language.
Typically Offered: Spring.
SPAN 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
SPAN 199. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
SPAN 201. 2nd Year Spanish I. 3 Credits.
A continuation of SPAN 101 and 102 with further development of reading skills to increase vocabulary. The course includes selected readings and conversation in Spanish and an introduction to the literature of Spain and Latin America.
Typically Offered: Fall.
Prerequisite: SPAN 102.
SPAN 202. 2nd Year Spanish II. 3 Credits.
A continuation of SPAN 101 and 102 with further development of reading skills to increase vocabulary. The course includes selected readings and conversation in Spanish and an introduction to the literature of Spain and Latin America.
Typically Offered: Spring.
Prerequisite: SPAN 102.
SPAN 215. Spanish Conversation. 2 Credits.
An opportunity for skilled development in speaking and listening to the language.
Typically Offered: Spring, even years.
Prerequisite: SPAN 202.
SPAN 220. Introduction to Hispanic Literature. 2 Credits.
The reading and discussion of outstanding literary works of Spanish and Spanish American literature.
Typically Offered: Fall, odd years.
Prerequisite: SPAN 202.
SPAN 250. Hispanic Culture and Civilization. 2 Credits.
A study of various aspects of Hispanic culture and civilization through the centuries.
Typically Offered: Fall, even years.
Prerequisite: SPAN 202.
SPAN 294. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
SPAN 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
SPAN 305. Spanish Phonetics. 3 Credits.
Theoretical and practical approach to the phonetics and phonology of Spanish.
Typically Offered: Fall, even years.
Prerequisite: SPAN 202.
SPAN 345. History and Geography of Spain and Latin America. 3 Credits.
An exploration of the history of Spain and Latin America from the time of the Roman occupation of Spain to Latin America colonization, as well as concepts of geography and human development.
Typically Offered: Spring, even years.
SPAN 391. Global Seminar. 1-3 Credits.
Interdisciplinary examination of a specific language, culture, and its current local/global issues. In-depth experiences in the country of student's choice. Required before a study-abroad program travel. Cross-referenced with ENGL 391, GEOG 391, HIST 391, and HUM 391.
Typically Offered: Spring.
Same As: ENGL/GEOG/HIST/HUM/SPAN 391.
SPAN 393. Practicum in Teaching Spanish. 1-3 Credits.
An opportunity for firsthand experience in teaching Spanish. By Arrangement.
Typically Offered: On sufficient demand.
SPAN 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.
SPAN 396. Travel to a Spanish Speaking Country. 2 Credits.
An opportunity to travel to a Spanish-speaking country in order to improve the understanding of language and culture.
Typically Offered: On sufficient demand.
Repeatable: Up to 4 Credits.
SPAN 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SPAN 415. Advanced Spanish Conversation. 3 Credits.
An opportunity for advanced skill development in speaking and listening to the language.
Typically Offered: Spring, odd years.
Prerequisite: SPAN 202.

SPAN 420. Readings in Hispanic Literature. 3 Credits.
A study of selected literary texts in the Spanish language.
Typically Offered: On sufficient demand.
Prerequisite: SPAN 320.

SPAN 445. Readings in Hispanic History. 3 Credits.
An in-depth examination of primary and secondary historical documents related to specific topics in Hispanic history.
Typically Offered: On sufficient demand.

SPAN 490. Methods of Teaching Spanish. 3 Credits.
A study of the curriculum, methods, materials, and trends in the teaching of Spanish. SPAN 490 must be taken prior to student teaching.
Typically Offered: On sufficient demand.
Prerequisite: Admitted to Teacher Education.

SPAN 491. Senior Portfolio. 1 Credit.
A course to assist the student in developing the digital portfolio used to assess the completion of the requirements for the VCSU Abilities and Skills. The course addresses both technical application and content.
Typically Offered: Fall, Spring.
Grading: S/U only.

SPAN 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

SPAN 496. Travel to a Spanish Speaking Country. 1-4 Credits.
An opportunity to travel to a Spanish-speaking country in order to improve the understanding of language and culture.
Typically Offered: On sufficient demand.
Repeatable: Up to 4 Credits.

SPAN 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

SPAN 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

Special Education (SPED)

Courses

SPED 310. Behavior Modification. 3 Credits.
Introduction to basic principles and techniques of behavior modification. Emphasis is placed on the use of behavior modification techniques in self-management, education, child rearing, and helping professions. Cross-referenced with PSYC 310
Typically Offered: Spring.
Prerequisite: PSYC 111.
Same As: PSYC 310/SPED 310.

SPED 333. Assessment of Students with Disabilities. 3 Credits.
A course in assessment for those who will be required to understand and use assessment data for students in all educational settings including students with disabilities. The course covers basic assessment concepts and evaluation of standardized tests and their use in decision making in regular and special education settings.
Typically Offered: Spring.
Prerequisite: EDUC 240.

SPED 334. Practicum - Assessment of Students with Disabilities. 2 Credits.
A course in assessment for those who will be required to understand and use assessment data for students in all educational settings including students with disabilities. The course covers basic assessment concepts and evaluation of standardized tests and their use in decision making in regular and special education settings.
Typically Offered: Spring.
Prerequisite: EDUC 240.
Prerequisite or Corequisite: SPED 333.

SPED 380. Collaboration, Consultation, and Transition Planning for Students with Disabilities. 3 Credits.
This introductory course designed to prepare special education personnel, classroom teachers, paraeducators and other school district staff in collaborative school consultation and teamwork in serving the educational needs of students at all levels, including the transition planning needs of secondary students.
Typically Offered: Fall.
Prerequisites: Admitted to Teacher Education and EDUC 240.

SPED 382. Methods and Materials of SLD. 2 Credits.
Methods and materials of SLD is designed to prepare students with information to help them make appropriate decisions concerning students with learning problems. The course is designed to ensure that students (especially students with disabilities) receive the instruction and support (including assistive technology) they need to be successful. Along with learning to establish responsive learning environments (RTI), students will learn to promote social, emotional and behaviors and to teach academic skills adapted to the students unique needs.
Typically Offered: Spring.
Prerequisites: Admitted to Teacher Education and EDUC 240.
Prerequisite or Corequisite: EDUC 340.
SPED 383. Methods and Materials of ED. 2 Credits.
Methods and materials of ED is designed to prepare students with information to help them make appropriate decisions concerning students with emotional or behavioral problems. The course is designed to ensure that students (especially students with disabilities) receive the instruction and support (including assistive technology) they need to be successful. Along with learning to establish responsive learning environments (RTI), students will learn to promote social, emotional and behaviors.
Typically Offered: Fall.
Prerequisites: Admitted to Teacher Education and EDUC 240; .
Prerequisite or Corequisite: EDUC 340.

SPED 384. Methods and Materials of ID. 2 Credits.
Methods and materials ID is designed to prepare students with information to help them make appropriate decisions concerning students with cognitive impairments and/or developmental delays. The course is designed to ensure that students (especially students with disabilities) receive the instruction and support (including assistive technology) they need to be successful. Along with learning to establish responsive learning environments (RTI), students will learn to promote social, emotional and behaviors and to teach academic skills adapted to the students unique needs.
Typically Offered: Fall.
Prerequisites: Admitted to Teacher Education and EDUC 240; .
Prerequisite or Corequisite: EDUC 340.

SPED 385. Practicum in SLD. 1 Credit.
Practicum in Specific Learning Disabilities is an opportunity for a the student working for an endorsement in special education to have hands on experience working in special education and regular education classrooms serving students with a wide range of learning, cognitive and emotional disabilities.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Teacher Education; .
Prerequisite or Corequisite: SPED 382.

SPED 386. Practicum in ED. 1 Credit.
Practicum in Emotional Disturbance is an opportunity for a the student working for an endorsement in special education to have hands on experience working in special education and regular education classrooms serving students with a wide range of learning, cognitive and emotional disabilities.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Teacher Education; .
Prerequisite or Corequisite: SPED 383.

SPED 387. Practicum in ID. 1 Credit.
Practicum in Intellectual Disabilities is an opportunity for a the student working for an endorsement in special education to have hands on experience working in special education and regular education classrooms serving students with a wide range of learning, cognitive and emotional disabilities.
Typically Offered: Fall, Spring.
Prerequisite: Admitted to Teacher Education; .
Prerequisite or Corequisite: SPED 384.

Technology (TECH)

Courses

TECH 361. Technology, Engineering, and Design. 4 Credits.
An introductory course that examines the engineering design process and its use to solve technological challenges. The course will cover the nature of technology, technology systems, and the history, evolution, and characteristics of technology, as well as learning activities to apply technology, science, and mathematics concepts.
Typically Offered: Fall, Spring.

TECH 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

TECH 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

TECH 300. 3D Modeling and Design. 2 Credits.
An introduction to the engineering design process, and the principles of graphics and 3D parametric modeling in the creation and visualization of engineering designs. SolidWorks modeling software is used to illustrate parametric 3D part modeling, assembly modeling, rendering, and production of working drawings from design ideas.
Typically Offered: Fall, even years.

TECH 300L. 3D Modeling and Design Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the TECH 300 course.
Typically Offered: Fall, even years.

TECH 330. Exploring Technology. 2 Credits.
A course designed to prepare prospective teachers to teach technology concepts in middle school. Students explore the widest possible range of technologies and their impact on society, including the most significant developments of the modern world.
Typically Offered: Spring.

TECH 330L. Exploring Technology Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the TECH 330 course.
Typically Offered: Spring.

TECH 356. Safety and Management in Technical Education. 3 Credits.
An examination of safety issues utilizing a systems-based team approach to ensure a safe technical education classroom or laboratory. The course covers essential discussions of inherent hazards, machine tool operations, as well as laboratory systems and management issues. By completing all elements of the course the student will produce materials required for a well-documented safety program.
Typically Offered: Spring.

TECH 371. Technology Systems. 2 Credits.
A focus on content and processes associated with technological systems with a middle school emphasis. Students apply systems concepts to design and problem solving activities.
Typically Offered: Spring.
TECH 371L. Technology Systems Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the TECH 371 course.
Typically Offered: Spring.

TECH 391. Foundations of Technology. 2 Credits.
An exploration of the foundations of technology. Through group and activities based on science, mathematics, and engineering in a secondary education setting. Creating ideas, developing innovations, and engineering practical solutions are explored.
Typically Offered: Fall, odd years.

TECH 391L. Foundations of Technology Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the TECH 391 course.
Typically Offered: Fall, odd years.

TECH 394. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

TECH 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

TECH 416. Innovations in Technology. 2 Credits.
A focus on how the student applies his or her knowledge and research to areas of mass production, manufacturing, resources, management, marketing of inventions and innovations, analytical thinking, decision-making, and continuous design improvements are emphasized.
Typically Offered: Fall.

TECH 416L. Innovations in Technology Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the TECH 416 class.
Typically Offered: Fall.

TECH 456. Intelligent Machines. 2 Credits.
A focus 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.
Typically Offered: Spring, even years.

TECH 456L. Intelligent Machines Lab. 1 Credit.
Activities in a lab format that support the TECH 456 course.
Typically Offered: Spring, even years.

TECH 478. Technology Assessment. 2 Credits.
Familiarizes the student with issues surrounding technology assessment in a secondary school 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.
Typically Offered: Spring, odd years.

TECH 478L. Technology Assessment Lab. 1 Credit.
An opportunity to participate in lab-format activities that support the TECH 478 course.
Typically Offered: Spring, odd years.

TECH 491. Senior Portfolio. 1 Credit.
A course to assist the student in developing the digital portfolio used to assess the completion of the program outcomes. The course addresses both technical application and content and allows the student to demonstrate program outcome competencies.
Typically Offered: Fall, Spring.
Grading: S/U only.

TECH 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

THEA 110. Introduction to Theatre Arts. 3 Credits.
An introduction to the principles and history of the theatre arts, including play analysis, acting, design, and directing.
Typically Offered: Fall.

THEA 161. Acting One. 3 Credits.
A course designed to acquaint the students with basic stage movement and vocal performance techniques. Acquaints students with basic acting techniques, including skills for movement and voice.
Typically Offered: Fall.

THEA 194. Independent Study. 1-3 Credits.
Directed reading, study, and/or activities in selected topics.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

THEA 201. Theatre Practicum. 1-3 Credits.
An opportunity for students to gain practical experience through participation in theatre productions. Option A includes technical theatre practice. Option B includes performance in a dramatic production before an audience. The number of credit hours is granted at the discretion of the instructor.
Typically Offered: Fall, Spring.
Repeatable: Up to 12 Credits.

THEA 229. Fundamentals of Creative Dramatics. 3 Credits.
An introduction to dramatic materials and techniques that may be used in the classroom to stimulate students' imagination and enhance the teaching of nearly all academic disciplines.
Typically Offered: On sufficient demand.
THEA 270. Stagecraft. 3 Credits.
A lecture and practical application covering basic design and construction. Students address and challenges in preparing and presenting live theatre productions in various venues.
Typically Offered: Fall, even years.

THEA 299. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

THEA 350. Costume and Makeup Design. 3 Credits.
An opportunity for students to become familiar with various historical costume styles, the methods and materials for constructing them. Students participate in hands-on activities that include techniques of costume design and theatre makeup materials design and methods of application.
Typically Offered: Fall, odd years.

THEA 361. Acting II - Advanced Acting. 3 Credits.
A review of acting styles and periods beyond modern realism, including classic, romantic, and other genres. Curriculum includes a film acting component.
Typically Offered: Spring, even years.
Prerequisite: THEA 161.

THEA 365. Directing the Play. 3 Credits.
An introduction to the basic principles for preparing, rehearsing, and presenting a dramatic production.
Typically Offered: Spring, odd years.

THEA 399. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

THEA 401. Theatre Workshop. 1-3 Credits.
An advanced workshop in which students complete significant assignments in theatre production, including acting, directing, stage management, and design. The number of credit hours is granted at the discretion of the instructor. Previous experience or course work in theatre production is required.
Typically Offered: Fall, Spring.
Prerequisite: Junior Standing or Senior Standing.
Repeatable: Up to 9 Credits.

THEA 404. Musical Theatre. 3 Credits.
An exploration of the history of Musical Theatre through performance techniques. Students study acting, singing, and dancing styles specific to the American Musical Theatre, throughout the history of the genre. Movement and voice issues, as applied to performance, are addressed.
Typically Offered: Spring, odd years.
Prerequisite: THEA 361.

THEA 494. Undergraduate Research. 3-12 Credits.
The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

THEA 497. Internship. 3-12 Credits.
An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student’s major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.
Typically Offered: Fall, Spring, Summer.
Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.
Grading: S/U only.
Repeatable: Up to 12 Credits.

THEA 499. Special Topics. 1-4 Credits.
Courses not offered in the regular catalog that provide an opportunity to extend student learning.
Typically Offered: On sufficient demand.
Repeatable: Up to 12 Credits.

University Studies (UNIV)

Courses

UNIV 100. Introduction to University Studies. 1 Credit.
Introduction to the theory of interdisciplinary studies. Topics include exploration of common pathways and connections among disciplines. It enables students to develop a personal theory of interdisciplinary studies and culminates in a detailed plan for an individualized major.
Typically Offered: Fall, Spring.

UNIV 110. Study Skills. 1 Credit.
Teach/refresh concepts that students can implement in their course work to improve academic success. Upon successful completion of the course, each student will have improved his/her ability to maximize success in college course work & reflection procedures through utilization & demonstration of time management, goal setting, and learning styles along assignment completion through BB content and email.
Typically Offered: Fall, Spring.

UNIV 120. Career Development. 1 Credit.
Introduction and development of career development skills underscoring the importance of inter-personality and impression management. Topics include the development of professional networks through referrals and non-referrals, verbal and non-verbal management of self image, and the development of interpersonal communication skills.
Typically Offered: Fall, Spring.

UNIV 150. Learning to Live, Living to Learn. 1 Credit.
A freshman experience that begins during opening weekend and extends through 13 weeks of the fall semester. Topics include group service learning projects, team building, campus services, adjusting to college life, academic advising, and academic policies.
Typically Offered: Fall.

UNIV 180. Prior Learning Assessment for Credit. 1 Credit.
An opportunity for the adult learner to assemble knowledge from experiences such as work, leisure, and independent study into a portfolio for faculty evaluation of potential university academic credits.
Typically Offered: Fall, Spring, Summer.
Grading: S/U only.
UNIV 250. Learning to Live Mentor. 0-1 Credits.
An opportunity for upper level students to act as mentors in the Learning to Live, Learning to Learn program.
Typically Offered: Fall.
Repeatable: Up to 4 Credits.

UNIV 481. Continuous Enrollment. 0-1 Credits.
An option for undergraduate students who must remain continuously enrolled during the undergraduate studies process.
Typically Offered: Fall, Spring, Summer.
Grading: S/U only.
Repeatable: Up to 6 Credits.

UNIV 491. University Studies Capstone Course. 3 Credits.
Assessment of the impact of educational experiences culminating in a service project, thesis, or internship which will prepare students for their desired career. Topics include critical analysis and research, development of memoir/narratives, project managements, creation of culminating project, development of career goals.
Typically Offered: Fall, Spring.
Prerequisites: UNIV 100, UNIV 110, and UNIV 120.

Faculty and Administration

Faculty

A
Aberle, Amber Ussatis (2013) Instructor of Business; B.S., M.Ed. Valley City State University
Allebach, Robin (2007) Instructor of Music; B.S. Bemidji State University, M.M. Northwestern University; Certificate DePaul University
Anderson, Bob (2005) Professor of Science; B.S. South Dakota State University, Ph.D. South Dakota State University
Anderson, Heather (2015) Instructor of Education; B.S. Valley City State University, M.Ed. University of North Dakota
Aus, Joan (2000) Associate Professor of Education; B.S. Black Hills State University, M.Ed. South Dakota State University, Ed.D. University of North Dakota

B
Bass, Dave (1981) Assistant Professor of Education; B.S. Valley City State University, M.Ed. University of North Dakota
Bennett Zaun, Kathleen (2009) New Teacher Support Coordinator; Instructor of Education; B.A. San Jose State University, M.A. National University
Boe, James (2000) Director for Graduate Studies and Research; Professor of Graduate; B.S. Valley City State University, M.Ed. University of North Dakota, Ph.D. North Dakota State University
Bratrud, Sharon (2014) Athletic Training Curriculum Program Clinical Coordinator; Assistant Professor of Kinesiology and Human Performance; B.S. Minnesota State University Moorhead, M.S. University of North Dakota; AT, LAT
Brister, J. Gregory (2011) Associate Professor of Language and Literature; B.A. Hamline University, M.A. St. Cloud State University, Ph.D. University of Kansas
Burr, Diane (1981) Professor of Kinesiology and Human Performance; B.S., M.S. Northern State College; AT, LAT
Bush, Preston (1994) Associate Professor of Mathematics; B.S. Massachusetts Institute of Technology, M.S. Boston College, Ph.D. Northeastern University, Boston

C
Cannon, Yvonne (2018) Director of NDSU Elementary Education program; Instructor of Education; B.S. in Ed. Valley City State University, M.Ed. University of Minnesota; Post-Masters Certificate in College Teaching Capella University
Chao, Shou-Ching (2010) Associate Professor of Language and Literature; Baccalaureate University of Henan, China, M.A. University of Henan, China, M.A. Ph.D. University of Minnesota
Clark, Travis (2016) Assistant Professor of Social Science; B.S. East Tennessee State University, M.A. University of North Dakota
D

da Vinha, Luis (2014) Associate Professor of Social Science; B.A., M.A., Ph.D. University of Coimbra

Dahlberg, Margaret (1996) Vice President for Academic Affairs - Acting Interim President; Professor of Language and Literature; B.A. University of Wisconsin-Platteville M.A., Ph.D. University of North Dakota

DeLorme, Andre (1996) Professor of Science; B.A. Valley City State University, M.A. Bemidji State University, Ph.D. University of Minnesota

DeMuth, David (2012) Professor of Mathematics; B.S. University of Louisville, M.S. University of Louisville, Ph.D. University of Minnesota

Dennhardt, Lauren (2016) Assistant Professor of Science; B.A. University of Minnesota, Morris, Ph.D. North Dakota State University; STEM College Teaching

Dieken, Karri (2014) Assistant Professor of Art; B.S. Black Hills State University, M.F.A. Washington State University

Drenth, Brock (2016) Assistant Professor of Art; B.A. University of Jamestown, B.S. Valley City State University, M.F.A. Academy of Art University

Dutton, Anthony (2009) Associate Professor of Social Science; B.S.Ed. Valley City State University, M.A. University of North Dakota, Ph.D. North Dakota State University

F

Fenster, Emily (2013) Assistant Professor of Social Science; B.A. University of North Dakota. M.G.S., Ph.D. Miami University

Figueroa, Daisy (2013) Assistant Professor of Education; B.A. University of California, Berkeley, M.Ed. National University San Diego

G

Galt, Nicholas (2016) Assistant Professor of Science; B.S. North Dakota State University, Ph.D. University of Alabama

Gjovik, K. Peder (2006) Associate Professor of Technology; A.A. Lake Region State College, B.S. Valley City State University, M.S. University of North Dakota, Ph.D. North Dakota State University

H

Hammer, Jane (1998) Assistant Professor of Computer Systems and Software Engineering; B.S. Valley City State University and North Dakota State University, M.S.I.T. University of Mary

Hanson, David (2017) Assistant Professor of Education; B.S. Valley City State University, M.S. Tri-College University

Hill, Curt (1995) Professor of Computer Systems and Software Engineering; B.S. University of Iowa, M.S. University of Nebraska, Ph.D. North Dakota State University

Holton, Ronald (2015) Associate Professor of Technology; B.S. Westmar College, M.S. Iowa State University, Ph.D. Iowa State University

Hooper, Ralph (1979) Associate Professor of Business; B.S. J.D. University of North Dakota; CPA

Hunt, Rachelle (2007) Director for Athletic Training Program; Assistant Professor of Kinesiology and Human Performance; B.S. North Dakota State University, M.Ed. Valley City State University; AT, LAT

J

Jenness, Jennifer A. Grothe (2007) Director for Library Services; Associate Professor of Communication Arts; B.A. Concordia College, M.A. Minnesota State University-Mankato, M.S.L. University of North Texas

Jimenez, Kenneth (2017) Assistant Professor of Music; B.M. University of Wyoming, M.M. University of Minnesota Duluth, D.M.A. North Dakota State University

K

Ketterling, Gary (2012) Great Plains STEM Education Coordinator; Assistant Professor of Science; B.S., M.S. North Dakota State University, Ph.D. University of Iowa

Kilgore, Susan (2014) Assistant Professor of Science; B.A. Augustana College, M.S., Ph.D. University of Iowa

King, Steven (2005) Professor of Social Science; B.A. Oak Hills Christian School, M.A. St. Cloud State University, D.A. University of North Dakota

Klein, Joan (2016) Assistant Professor of Education; B.S. Minnesota State University - Moorhead, M.S. Northern State University

Klingenberg, Erin D. (1990) Director for Counseling Services; Assistant Professor of Social Science; B.A. Jamestown College, M.Ed. University of North Dakota, M.Ed., Ph.D. North Dakota State University; Licensed Professional Clinical Counselor, National Certified Counselor

Knodle, Kim (2010) Director for Field Experiences; Instructor of Education; B.S. Mayville State University, M.Ed. North Dakota State University

Kruger, Lee (2001) Associate Professor of Language and Literature; B.A. Wartburg College, M.A. University of Nebraska-Omaha

Kuipers, Gilbert (1981) Associate Professor of Science; B.S. North Georgia College, Ph.D. Georgia Institute of Technology

Kvivang, Heather (2002) Assistant Professor of Education; B.S. in Ed. Valley City State University, M.S. Minnesota State University Moorhead, Ph.D. North Dakota State University

L

LeTellier, John (2015) Assistant Professor of Music; B.M. University of Tennessee at Martin, M.M. University of Miami

M

Mari, Kaley (2017) Assistant Professor of Education; B.S., M.S. University of North Dakota

Meyers, Nicholaus (2012) Assistant Professor of Music; B.M. Augusta State University, M.M. University of Tennessee, D.M.A. North Dakota State University
Milner, Sarah (2010) Assistant Professor of Kinesiology and Human Performance; B.A Dana College, M.A Adams State College; CSCS

Moser, Jeffrey (2016) Instructor of Business; B.S., M.M., M.B.A. University of Mary, D.B.A. Keiser University; C.T.E. Valley City State University

Okland, Sheri (2010) Dean for School of Education and Graduate Studies; Associate Professor of Education; B.S., M.Ed. Moorhead State University, Ph.D. North Dakota State University; Special Endorsement University of South Dakota

Olson, Alan (1990) Professor of Education; B.S. Valley City State University, M.S. Northern State University, Ph.D. University of North Dakota

Owen, Jackie (2009) Assistant Professor of Education; B.S. Brigham Young University, M.Ed. Utah State University, M.S. North Dakota State University

Paurus, Jamie (2005) Academic Alliance Coordinator; Assistant Professor of Computer Systems and Software Engineering; B.U.S., M.B.A. North Dakota State University; SAP Certified Associate

Pfeifer, Susan (2005) Associate Professor of Computer Systems and Software Engineering; B.A. Jamestown College, M.S. University of St. Thomas; P.M.P., SAP Certified Associate

Redfearn, Christopher (2012) Associate Professor of Music; B.M. Brigham Young University, M.M. Michigan State University, D.A. University of Northern Colorado

Ross, Richard (1999) Associate Professor of Technology; B.A., B.S. Minot State University, M.S. Tri-College University

Russell, Julie (1995) Acting Vice President for Academic Affairs; Professor of Language and Literature; B.S. Bemidji State University, M.A., Ph.D. University of North Dakota

Russi, Jenni Lou (2009) Director of Theatre; Associate Professor of Communication Arts; B.A. Judson University, M.F.A. Kent State University

Sharma, Jodi (2009) Assistant Professor of Language and Literature; B.A., M.A. University of North Dakota

Sundstrom, Teather (2012) Associate Professor of Science; B.S. University of North Dakota, Ph.D. University of Connecticut

Thompson, Gary (1987) Professor of Education; B.S. in Ed. Moorhead State University, M.Ed., Ed.D. University of North Dakota

Tyre, Brenda (2013) Assistant Professor of Business; B.S. Minnesota State University Moorhead, M.B.A. University of Mary; CPA

van Gijssel, Hilde (2002) Professor of Science; M.Ed. Valley City State University, M.S., Ph.D. Leiden University (the Netherlands)

VanHorn, Shannon (1999) Professor of Graduate; B.S., M.S., Ph.D. North Dakota State University

Westby, Laurel (2014) Instructor of Education; A.A. Lake Region Junior College, B.S. Valley City State University, M.S. Walden University

Williams, Angela (2014) Assistant Professor of Kinesiology and Human Performance; B.S., M.Ed. Valley City State University, M.A. Western Michigan University

Williams, Casey (2011) Associate Professor of Science; B.S. Northwestern State University, M.S., Ph.D. Texas State University

Wirth, Jamie (2008) Director for Great Plains STEM Education Center; Associate Professor of Mathematics; B.A. University of North Dakota, B.S. Mayville State University, M.A. Minot State University, Ph.D. North Dakota State University

Woehl, Kathryn (2010) Associate Professor of Social Science; B.S. North Dakota State University, M.S. St. Cloud State University, M.A, Ph.D. University of North Dakota

Zahn, Cindy (2005) Assistant Professor of Education; B.S. in Ed. Moorhead State University, M.Ed. University of Wisconsin-River Falls, Ph.D. North Dakota State University

Ziniel, Jonna (2008) Associate Professor of Communication Arts; B.A., M.A. North Dakota State University, Ph.D. Southern Illinois University Carbondale

Administration

Boe, James (2000) Director for Graduate Studies and Research; Professor of Graduate; B.S. Valley City State University, M.Ed. University of North Dakota, Ph.D. North Dakota State University

Buchholz, Erica (2010) Controller; B.S. Valley City State University

Burger, Cory (2017) Director of Student Academic Services; B.A. University of California, Davis, M.A. Indiana State University, Ph.D. Indiana State University

Dahlberg, Margaret (1996) Vice President for Academic Affairs - Acting Interim President; Professor of Language and Literature; B.A. University of Wisconsin-Platteville M.A., Ph.D. University of North Dakota

DeVries, Jill (2014) Director for Athletics; B.S. North Dakota State University, M.Ed. North Dakota State University

Egeberg, Patricia (1992) Director for Health Services/Worksite Wellness Coordinator; B.S.N. South Dakota State University
Gregoryk, Kerry (2017) Director for Instructional Research and Assessment (Interim); B.S. University of Minnesota-Moorhead, M.S.I.T. University of Mary, Ph.D. North Dakota State University

Jenness, Jennifer A. Grothe (2007) Director for Library Services; Associate Professor of Communication Arts; B.A. Concordia College, M.A. Minnesota State University-Mankato, M.S.L. University of North Texas

Klier, Jody (2005) Registrar; B.S. Valley City State University

Klingenberg, Erin D. (1990) Director for Counseling Services; Assistant Professor of Social Science; B.A. Jamestown College, M.Ed. University of North Dakota, M.Ed., Ph.D. North Dakota State University; Licensed Professional Clinical Counselor, National Certified Counselor

Knodle, Kim (2010) Director for Field Experiences; Instructor of Education; B.S. Mayville State University, M.Ed. North Dakota State University

Kotta, Christopher (CJ) (1996) Director for Network Services and Campus IT Security Officer; B.S. Valley City State University

Kringlie, Erik (1990) Director for Data Centers and Virtualization; B.U.S. Valley City State University

Larson, Jennifer (2013) Director for Human Resources; B.S. Valley City State University

Mills, Bradley (1999) Director for Enterprise Applications; B.A. University of Jamestown

Nix, Mike (1996) Director for Technology Service Desk; B.S. Valley City State University

Okland, Sheri (2010) Dean of School of Education and Graduate Studies; Associate Professor of Education; B.S., M.Ed. Moorhead State University, Ph.D. North Dakota State University; Special Endorsement University of South Dakota

Potts, Mark (2013) Director for Sports Information; B.S. North Dakota State University

Praska, Tara (2008) Faculty Material Center Director; B.S. Valley City State University

Pritchert, Marcia (1985) Director for Financial Aid; B.S. Valley City State University, M.B.A. North Dakota State University

Robinson, Larry (1975) Executive Director for University Advancement; B.S., M.S. North Dakota State University

Roelfema, Stephanie (2007) Director for Residence Life; B.S., M.Ed. Valley City State University

Rogelstad, Todd (2000) VCSU Bookstore Manager; B.S. University of North Dakota

Smithhisler, Peter (2015) Vice President for Student Affairs; B.A., M.S. Western Illinois University

Stenson, Charlene (1999) Director for Enrollment Services; B.S. Valley City State University, B.S. Moorhead State University

Stricklin, Karl (1999) Director for Student Center and Student Activities; B.S. Valley City State University

Tykwinski, Joseph (1986) Executive Chief Information Officer; Assistant Professor; B.S., M.S. Mankato State University

Vanney, Greg (2013) Director for Marketing and Communications; B.A. Luther College

Wintch, Wesley (2015) Vice President for Business Affairs; B.A., B.S. University of Utah, M.B.A. Brigham Young University

Wirth, Jamie (2008) Director for Great Plains STEM Education Center; Associate Professor of Mathematics; B.A. University of North Dakota, B.S. Mayville Sate University, M.A. Minot State University, Ph.D. North Dakota State University

NDUS Chancellor

Mark Hagerott

North Dakota State Board of Higher Education

The State Board of Higher Education is the policy-setting and advocacy body for the North Dakota University System and the governing body for North Dakota's 11 publicly supported colleges and universities. The SBHE also oversees the NDSU Extension Service and Agricultural Research Stations, Northern Crops Institute, State Forest Service and the Upper Great Plains Transportation Institute.

The SBHE is made up of seven citizen members appointed to four-year terms by the governor and one student appointed by the governor to serve a one-year term. The Council of College Faculties selects the board's non-voting faculty adviser, and the NDUS Staff Senate selects the board's non-voting staff adviser.

Board Members

Don Morton, chair
Greg Stemen, vice chair
Kevin Melicher
Mike Ness
Nick Hacker
Kathleen Neset
Casey Ryan
Jacob Dailey, student member
Andy Wakeford, staff adviser
Birgit Pruess, faculty adviser

For more information, visit (http://ndus.edu/board/sbhe-members)
Graduate Catalog  

General Information  

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- Reservation of Rights (p. 183)  
- Disclaimer (p. 183)  
- The University (p. 184)  
- VCSU Mission and Vision (p. 185)  
- Accreditation (p. 185)  

Equal Access/Equal Opportunity  

Valley City State University is committed to nondiscrimination in its educational policies and employment practices as required by law, specifically Title VII of the Civil Rights Act of 1964, as amended, Title I and Title V of the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, the Equal Pay Act of 1963, and Title II of the Genetic Information Nondiscrimination Act of 2008. The university has given assurance of compliance with these regulations and subsequent amendments. The university will seek prompt and equitable resolution of allegations of discrimination, or retaliation for allegations. Discrimination for this policy includes allegations relating to race, religion, color, national origin, sex (including pregnancy and nursing mothers), age, marital status, physical or mental disability, equal pay, genetic information, and of allegations relating to sexual harassment. This procedure is in compliance with state and federal regulations.  

With regard to Equal Employment Opportunity, the university will implement employment practices that exceed the minimal expectations of the law.  

Inquiries concerning compliance may be directed to the VCSU Office of Human Resources (Jennifer Larson, McFarland 211, 701-845-7401) or to the Office of Civil Rights, U.S. Department of Education, 1220 N. Executive Hills Blvd., 8th Floor, 07-6010, Kansas City, MO 64153-1367.  

Reservation of Rights  

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

Disclaimer  

Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same.  

Announcements contained in such printed material are subject to change without notice; they may not be regarded in the nature of binding obligations on the institutions and the state. In times of changing conditions it is especially necessary to have this definitely understood. Therefore, the State 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.
The University

Valley City State University is a comprehensive institution of higher education offering a range of academic programs leading to bachelor’s and master’s degrees. Subject areas include art, business, communication, computer systems and software engineering, education, health and physical education, language and literature, mathematics, music, science, social science, and technology.

The university’s service area centers on southeastern North Dakota, but VCSU’s 1,500 students are drawn from hometowns across the nation and around the globe. The student body spans a diverse range of ages, ethnicities, and learning objectives. VCSU makes courses and degree programs available using traditional on-campus courses, distance learning (online or interactive video), and hybrid formats that combine elements of both.

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

The scenic VCSU campus, located on the banks of the Sheyenne River in southeastern North Dakota, is listed as a Historic District on the National Register of Historic Places. The campus features a combination of beautifully restored historic buildings and modern facilities fully equipped with technology. In May 2017, the campus was named “the most beautiful college campus in North Dakota” in an article on BuzzFeed. Valley City—located less than an hour’s drive from Fargo, North Dakota’s largest city—is known for its small-town charm; the city was named “the most beautiful town in North Dakota” in an article on Expedia in March 2017.

VCSU’s long and proud history goes back to 1890 when it was founded as the State Normal School—chartered in the original North Dakota Constitution—with a mission focused on training teachers. In 1921, the school was authorized to offer bachelor’s degrees as the first major expansion of its curriculum beyond teacher education. In 1963, the school was renamed Valley City State College. In 1987, the college was renamed Valley City State University, a regional baccalaureate university of the North Dakota system of higher education. In 2005, VCSU began offering its first graduate program, a Master of Education degree. The university began offering a Master of Arts in Teaching degree in 2016.

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

The annual U.S. News and World Report college edition has listed VCSU as a “Best College” each year from 1999 through 2018, and in 2018 (along with 2012, 2013, 2016 and 2017), VCSU earned the No. 1 spot among the Top Public Regional Colleges in the Midwest in U.S. News America’s Best Colleges.
VCSU Mission and Vision

VCSU Mission

Valley City State University is a public, regional university offering exceptional programs in an active, learner-centered community that promotes meaningful scholarship, ethical service, and the skilled use of technology. As an important knowledge resource, the University offers programs and outreach that enrich the quality of life in North Dakota and beyond. Through flexible, accessible, and innovative baccalaureate and master’s programs, VCSU prepares students to succeed as educators, leaders, and engaged citizens in an increasingly complex and diverse society.

VCSU Vision

As an innovative university, we deliver distinctive, learner-centered experiences.

University Purposes

1. Deliver a quality educational experience in an engaging, innovative culture and a technology-enhanced environment.
2. Serve the best interests of our students, region, and society.
3. Lead effectively in applying information media technologies for learning.
4. Promote an appreciation of diversity and inclusion to enrich the quality of thought, discussion, and learning.
5. Award degrees in education, business, and the liberal arts and sciences.

Core Values

Student-Focused
We place students at the center of all discussions.

Innovative
We try new things to help create the future.

Learning-Centered
We develop and sustain a culture of lifelong learning.

Collaboration
We work synergistically to advance our mission.

Engaged
We actively participate in the work of the university.

Accreditation

Valley City State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), the National Council for the Accreditation of Teacher Education (NCATE), American Association of School Librarians (AASL-CAEP), the Commission of Accreditation of Athletic Training Education (CAATE), and the National Association of Schools of Music (NASM). The Community School of the Arts is a certified member of the National Guild of Community Schools of the Arts.

The Higher Learning Commission of the (https://www.hlcommission.org)
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413

National Council for Accreditation of Teacher Education (http://www.ncate.org)
1140 19th Street, NW, Suite 400
Washington, DC 20036

American Association of School Librarians (http://www.ala.org/aasl/education/caep)
50 E Huron ST.
Chicago, IL 60611

Commission on Accreditation of Athletic Training Education (http://caate.net)
6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184

National Association of Schools of Music (http://nasm.arts-acredit.org)
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190

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

National Association of Intercollegiate Athletics (http://www.naia.org)
1200 Grand Boulevard
Kansas City, MO 64106

Valley City State University is a public institution registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 13A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Complaint Compliance

Valley City State University is committed to providing a high quality educational experience, fully supported by a range of academic and administrative services. It is our intention to meet the students’ educational goals through a positive and rigorous academic experience. In an instance where the student has a concern, it may be voiced through the normal administrative procedures which include meeting with his or her academic advisor, faculty member, or the Director of Student Academic Services. If the student decides to pursue a formal complaint, the process is outlined in the Student Handbook, page 25.
Graduate Studies

- Graduate Studies Office (p. 188)
- General Information (p. 186)
- Program Advising (p. 189)
- Graduate Policies & Procedures (p. 188)
- Scholastic Standing (p. 191)
- Grade Requirements (p. 187)
- Registration (p. 189)
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Due Process

Waiver of Admission Status

Applicants to a graduate academic program may appeal decisions on their admission status by petition. The petition should be obtained on the graduate website and submitted to the Director of the Office of Graduate Studies. The applicant should consult with the Director of the Office of Graduate Studies who will process the petition with the Graduate Council and notify the applicant of the result in a timely manner.

Waiver of Regulations

A graduate student may appeal a graduate policy by petition. The petition should be obtained from the graduate website and submitted to the advisor and to the Director of the Office of Graduate Studies. The graduate student should consult with the Director of the Office of Graduate Studies for additional information.

General Information

The Degree Program

Valley City State University’s School of Education and Graduate Studies offers a Master of Arts in Teaching degree and a Master of Education degree (M.Ed.) with six specific areas of concentration.

Accreditation

Valley City State University is fully accredited by the Higher Learning Commission of the North Central Association. This accreditation was extended in 2005 to include the Master of Education with concentrations in Teaching and Technology and Technology Education. In 2007 the HLC approved the concentration in Library and Information Technologies; in 2009 the Teaching English Language Learners concentration was approved; and in 2013 the Elementary Education concentration and the English Education concentration were approved. In 2009 and again in 2015, the Council for the Accreditation of Educator Preparation (CAEP) granted its approval to the advanced preparation level.

Master of Arts in Teaching Degree

The Master of Arts in Teaching parallels the undergraduate Teacher Education program and Master of Education degree by employing a set of core courses required to meet North Dakota teacher certification. This degree helps meet the increasing demand for teachers in shortage areas and also provide graduate credentials for career and salary advancement.
The program provides a more direct path to teacher licensure through an advanced level professional degree for individuals with a non-teaching baccalaureate degree.

Master of Education Degree
The Master of Education degree (M.Ed.) is designed for individuals who have experience in the field of education. Concentrations currently available include Library and Information Technologies, Teaching English Language Learners, Teaching and Technology, Technology Education, Elementary Education, and English Education. The concentrations each require a core of four education courses and a varying number of required credits in each concentration. Options are also available within two different concentrations. Career and Technical Education, and Science, Technology, Engineering, and Mathematics (STEM) elementary and secondary education are available within the Technology Education concentration. Teaching & Learning and Communication are available within the Teaching and Technology concentration.

Student Responsibility
It is the responsibility of each graduate student to understand the graduate policies and procedures and to maintain the standards for graduate study at Valley City State University.

Graduate Faculty
Membership to graduate faculty status recognizes the faculty members’ teaching and research qualifications which enable them to conduct graduate level instruction and supervise graduate student research and scholarship. The graduate faculty is expected to contribute to the advancement of knowledge, the practice of teaching, and service to the institution and discipline. Graduate faculty have an appropriate terminal degree (or equivalent), successful teaching experience, and continuing evidence of scholarly achievement and professional activity in their discipline.

Graduate Council
The Graduate Council derives its powers from the Constitution of the Valley City State University Faculty Association. All matters impacting graduate education will be conducted in accordance with the policies of the Faculty Association Constitution and Graduate Council. Graduate Council is the graduate unit policy making and curriculum body. The Director of the Office of Graduate Studies is the Chair.

Continuing Education Courses
Graduate-level professional development courses are delivered primarily to teachers for the purpose of continued licensure. VCSU offers a variety of courses and workshops that fulfill the academic needs and interests of teachers. Courses are offered in several formats, including face-to-face, online, workshops, and combined formats. These credits are not eligible to be applied to a degree program. Individuals who have not completed an undergraduate degree may not take courses dual-listed between graduate and undergraduate levels for graduate credit. Visit http://www.vcsu.edu/extend for more information.

Grade Requirements

GPA Requirement
Graduate students must maintain an overall graduate GPA of 3.0. A student falling below this minimum after nine (9) semester hours will be placed on academic probation and assigned provisional status.

Passing Grade
The minimum passing grade for graduate credit is a “C”. No more than six (6) semester hours of “C” graded credit may be applied toward the degree. “D” graded graduate credit may not be applied toward the degree.

Program Requirement
The student must successfully complete a minimum of 32 graduate semester credits in an approved plan of study and maintain an overall graduate GPA of 3.0. A student falling below this minimum after nine (9) semester hours will be placed on academic probation and assigned provisional status.

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

Repeating a Course
Any course previously taken for which the grade received was below a “B” may be repeated once. All repeats will be recorded along with the initial attempt. The second grade becomes the grade of record and replaces the first in computing overall GPA. Only two (2) graduate courses, prerequisite and/or required, may be repeated to satisfy completion of the degree.

Academic Probation
Graduate students placed on academic probation and assigned Provisional status must raise their overall GPA to at least a 3.0 within the next nine (9) graduate credit hours taken; if not the student will be dismissed from the program/institution.

Notification of Degree Requirement Changes
It is VCSU’s responsibility to inform active and potential students of changes to the degree requirements. Students must be given sufficient notification so as to allow them to finish their program requirements. When this is not possible, substitutions must be provided.

Research Approval
To ensure adequate safeguards and to discharge the responsibility of the institution, no research including grant applications, development, or related activity involving human subjects may be undertaken unless the Institutional Review Board (IRB) has reviewed and approved such proposed activity. All human subject research connected with Graduate Studies must be approved by the IRB.
Graduate Policies & Procedures

Once admitted the student is expected to maintain a high level of academic achievement. The graduate degree is a defined program of courses, research, and practice offered by a department, school, or multiple units that focuses on a field of study. Any deviation from the courses, research, or practice must be appealed by petition. The petition is obtained from the Office of Graduate Studies or the graduate website and submitted to the advisor and the Director of the Office of Graduate Studies who will process the petition.

Graduate Studies Office

Office of Graduate Studies
McFarland Hall 3rd Floor
Dean of the School of Education and Graduate Studies
Sheri Okland, Ph.D.
(701) 845-7184

Director of the Office of Graduate Studies
James Boe, Ph.D.
(701) 845-7304

Assistant
Misty Lindgren
graduate@vcsu.edu
(800) 532-8641 extension 37303
(701) 845-7303
FAX: (701) 845-7190
www.vcsu.edu/graduate/

Master of Arts in Teaching (p. 197)

Master of Education Areas of Concentration

- Elementary Education
- English Education
- Library and Information Technologies
- Teaching and Technology
  - Option 1: Teaching and Learning
  - Option 2: Communication
- Teaching English Language Learners
- Technology Education
  - Option 1: Secondary STEM Education
  - Option 2: Elementary STEM Education
  - Option 3: Career and Technical Education

Graduate Certificates

- Library and Information Technologies
- Teaching English Language Learners
- STEM
  - Elementary Focus
  - Secondary Focus

Graduation Requirements

Completing Credits

Students must successfully complete 33-37 graduate semester credits with course grades received of A, B, C, S in an approved plan of study to be eligible for graduation.
Transfer Credits
Students may not transfer more than nine (9) credit hours required for the degree.

Degree Requirements
Students must successfully complete course requirements, a research report, a final comprehensive portfolio, and any other program concentration requirements.

Grade Point
Students must attain a minimum overall graduate grade point average of 3.0 with no more than two (2) course repeats. No course may be repeated more than once.

Application for Graduation
Application for graduation must be made to the Office of Graduate Studies and Research. Students must apply for graduation according to the dates established by VCSU. See Catalog calendar.

Time Limit
The time elapsed from the beginning of the first course applied toward degree requirements to the degree awarded date will not exceed seven (7) years.

Program Advising
The concentration representative with approval of the Director of the Office of Graduate Studies, will make an initial advisor assignment.

The advisor will:
- Guide the student in formulation of the Degree Plan.
- Approve research proposal.
- Provide guidance related to the credit transfer, IRB requirements, portfolio progress, and timely completion of the Degree Plan.
- Communicate with the student concerning his/her fulfillment of requirements for the degree.

All degree-seeking students should work closely with their program advisors to prepare a Degree Plan (plan of study).

Registration

Office of the Registrar
(800) 532-8641 extension 37295
(701) 845-7295
www.vcsu.edu/registrar/

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

Adding or Dropping a Course
Course schedule changes may be processed in Campus Connection (online student self-service) through the tenth calendar day of the fall term and the eleventh calendar day of the spring term. After the tenth calendar day of the fall term or the eleventh calendar day of the spring term, course schedule changes must be processed by submitting a petition to appeal VCSU policy to the Office of Graduate Studies.

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

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

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

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

Petitions are available at www.vcsu.edu/graduate under the Graduate Student/Faculty Portal.
Withdrawal from the University

If for any reason a graduate student finds it necessary to withdraw from Valley City State University during the semester, an email should be sent to the Director of Student Academic Services. The last day to withdraw from the university is the last business day of the twelfth week of classes. The withdrawal form is available on the graduate website (www.vcsu.edu/graduate) under the Graduate Student/Faculty Portal.

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 final day of the course. If the student is receiving financial aid he or she must visit with a Financial Aid counselor to develop a repayment plan. In case of an emergency withdrawal it is the responsibility of the student to notify a university official.

Family Education Rights and Privacy Act (FERPA)

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

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

Directory Information

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

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

Educational Records

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

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

A student shall be permitted to register for graduate study only after formal admission.

Definition of Full, Half and Part-time: A full-time student is defined as one enrolled in at least nine (9) graduate credit hours in Fall, Spring, or Summer terms. Part-time is considered anything less than stated previously. Half time is defined as five (5) graduate credit hours in Fall, Spring, or Summer terms.

Credits

Maximum Term (Semester) Load

The per semester credit hour limit for a graduate student is 12 semester hours per semester. (Fall, Spring, Summer) For an overload request please complete the Petition for the Appeal of a Graduate Policy.

Continuous Enrollment

All enrolled students pursuing a Master’s degree will maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registration during each semester (fall, spring, and summer) of the academic year until the degree is attained or until status as a degree-seeking graduate student is terminated through an official University withdrawal.

With continuous enrollment, graduate students will have “active” status until the degree is conferred and have the option of continuous access to University services and resources—such as financial aid, advisor assistance, and information resources—throughout their graduate careers. Continuous enrollment credit does not count toward graduation requirements.

Minimum registration: Unless on approved Leave of Absence, a student must be enrolled in a minimum of one semester hour each semester until his/her degree is granted or the student’s status as a degree seeking student is terminated.

Leave of Absence

On-leave status is available to students who need to suspend their program of study. On-leave status is granted in cases where the student demonstrates good cause (e.g., illness, temporary departure from the university for employment, military service, family issues, financial need, or personal circumstances). A graduate student may request a maximum of three academic terms of leave including summer semester during the course of study for the degree. The time spent in approved on-leave status will be included in the seven-year time limit for completing requirements to the master’s degree.

A student with approved on-leave status is not required to pay tuition or fees or register for the one credit of continuous enrollment. On-leave status does not provide the student with University resources. Approval of the advisor, program administrator, and the Director of the Office of Graduate Studies are required.

A student who does not enroll in a minimum of one semester hour or apply for and receive on-leave status fails to maintain continuous enrollment. Failing to maintain continuous enrollment through minimum credit registration or the on-leave status will cause the student to relinquish his or her graduate standing in the University.

Program Reinstatement

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

Three Semesters or Less: The student completes the Graduate Readmission Form, and if approved, must pay any fees required before reinstatement.

More than Three Semesters: The student is considered a new applicant, and new supporting materials and fees are required. The applicable standards are those in effect when the student applies for readmission. Course work more than seven years old will not be counted toward a graduate degree.

Change of Program

A change of program is required when a student wishes to leave the current academic department/concentration to seek a degree in a different department/concentration. Questions regarding a Change of Program can be made by contacting the advisor or the Office of Graduate Studies.

Transfer of Graduate Credits

Applicants once admitted may petition for transfer of graduate credit earned at another regionally accredited institution. The course work must conform to the time limits and grade expectations for course work counted toward the degree at VCSU. The petition is available on the graduate website and is submitted to the advisor and Director of the Office of Graduate Studies who will process the petition. Credit counted toward the degree from VCSU through transfer from other regionally accredited institutions

• may not exceed nine (9) credits required for the degree.
• credits transferred from another regionally accredited institution must be a grade of “B” or higher.
• must be completed within a seven (7) year time limit. The time begins with the beginning of the semester when first course counted toward the degree is completed to the end of the semester when the last course counted toward the degree is completed.
• must have been earned from a U.S. or Canadian institution accredited to offer graduate courses and degrees. (Credits from international institutions can be transferred only if approved by a departmental committee.)
• must be graduate level.
• must not be continuing education, correspondence, extension, or workshop course or Pass/Fail Satisfactory/ Unsatisfactory.
• must not have been used to fulfill the requirements of a baccalaureate degree.
Graduate Admissions

Admission to VCSU Graduate Studies

Admission to Graduate Studies at Valley City State University requires a baccalaureate degree from a regionally accredited institution with a minimum 3.0 grade point average on a 4.0 scale. Official transcripts must be sent directly from the college or university that issued the credit or the baccalaureate degree to the Office of Graduate Studies.

Program Admission Procedures

Applicants must submit the VCSU Office of Graduate Studies and Research an Application for Admission, official transcripts, letters of recommendation, a resume, and a written statement of professional goals. The application, letters of recommendation, resume, and written statement can be completed online through the VCSU website. It is the applicant’s responsibility to ensure that all admission documents are received in the Office of Graduate Studies by specified deadlines. All credentials submitted by or on behalf of an applicant become the property of VCSU. Once an application has been submitted, applicants should notify the Office of Graduate Studies of any change in plans regarding enrollment at VCSU. Application materials must be received at least 30 days before classes begin for the fall, spring and summer terms.

A complete application includes:

- The online application form
- Official transcripts from each college or university attended
- Three letters of recommendation
- Resume
- A written statement of professional goals in light of the applicants’ philosophy including a description of their preparation in the field of education
- A non-refundable application fee of $35.

International Students

In addition to all other required admission materials, the following must be completed:

- Official academic transcript certifying a four-year baccalaureate degree from an accredited college or university.
- All foreign credentials must be officially translated into English.
- All academic credentials must be either original records or certified copies of original records. Non-certified photocopied are not acceptable.
- Official Test Scores from TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score on the paper-based test (PBT) is 525, 71 for the internet-based test (iBT) or 5.5 for the International English Language Testing System (IELTS). Scores must be sent directly from the testing center to Valley City State University. Go to http://www.ets.org for information on the TOEFL.

Types of Admission

Full Admission

Regular admission is granted when the applicant:

- Holds a bachelor’s or an advanced degree from an accredited institution.
- Has no deficiencies in the chosen area of study.
- Meets all program admission requirements.

Canadian residents are not required to complete the International admission materials.

Certificate Admission

Two classes of graduate certificates are distinguished:

1. A certificate awarded with a master’s degree indicating that a specific program of coursework has been followed within the regular program coursework. A certificate awarded with a Master’s Degree requires no additional admission procedures. Admission to the graduate program admits the student to the certificate. Certificates of this type must be applied for prior to, or at the time of degree completion.

2. A certificate awarded for completing a specified program of post-baccalaureate courses, not constituting a regular graduate degree program, and awarded independently of a regular graduate degree. Applicants for this certificate must have a bachelor degree from a regionally accredited institution and have an overall undergraduate GPA of at least 3.0 on a 4.0 scale. Applicants whose last degree completed is a graduate degree may be admitted in full standing if the final GPA of that degree is at least 3.0 or equivalent. If applicants have taken any graduate courses, the graduate GPA must be at least 3.0.

Admission into the Graduate Certificate program does not guarantee admission into a graduate degree program nor imply the waiver of any requirements for admission in to a graduate degree program. Certificate students may only take courses restricted to the certificate program.

- Complete online application.
- Submit $35 nonrefundable application fee.
- Submit official transcript stating degree.
- Submit a resume or vita providing education and employment experience

Program Provisional Admission

Students may be admitted with provisional status when not all requirements for admission are met, or their GPA is below 3.0, but other materials show potential. Applicants with a GPA below 3.0 must submit scores from at least one examination such as the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), the Praxis II–Principles of Learning and Teaching, or National Teaching Board for Professional Standards. Scores will be used to assess students’ previous educational achievement levels and to evaluate their potential for meeting the demands of coursework at the graduate level.

The concentration faculty may make a recommendation to the Director of the Office of Graduate Studies for Provisional Admission. Accompanying the recommendation will be specific standards of performance that must be satisfied for a change to full graduate status. Students admitted under Provisional status may not earn more than nine (9) semester hours of graduate credit in this status.

Provisional admission may be granted:

- When an official undergraduate or graduate transcript has not been received but completion of a bachelor’s degree has been confirmed.
If the student has program deficiencies, Graduate courses may be taken to fulfill the deficiencies, but will not apply to the degree.

To a student who is seeking full admission, but one or more of the application materials have not been received.

When the applicant's undergraduate GPA is below 3.0 and a test is required.

Students with full admission status will be given academic probation and assigned provisional status if their cumulative grade point average drops below 3.0 after completing nine (9) semester hours in the program.

Non-Degree Admission

Individuals who desire to pursue study beyond the baccalaureate degree for professional growth and improvement of skills but not to work toward an advanced degree objective may be admitted as non-degree graduate students under certain conditions. The applicant must:

- Complete an application form.
- Hold a bachelor's degree from a regionally accredited institution.
- Submit a non-refundable application fee of $35.
- Submit a copy of a transcript stating degree.
- Have the prerequisite courses or background/experience necessary for the course or courses in which they desire to enroll. This may require consultation and approval from course instructors.
- Be approved by an administrator of the Office of Graduate Studies.

Students enrolled with Non-Degree status may subsequently be considered for admission to Graduate Studies and Research to pursue an advanced degree. Such a change in status may be accomplished for a subsequent term by submitting a new application to The Office of Graduate Studies and Research as a degree-seeking student and completion of all other requirements. No more than nine (9) credits may be taken in the non-degree status and used to fulfill graduate degree requirements if approved by graduate faculty from a program concentration, the concentration representative, and the Director of the Office of Graduate Studies.

Appeal of Admission Denial

Applicants to a graduate academic program may appeal decisions on their admission status by petition. Petitions may be requested through the Office of Graduate Studies.

g@vcsu.edu or 701-845-7303

The petitions must be submitted to the Director of the Office of Graduate Studies who will process the petition with the Graduate Council and notify the applicant of the result in a timely manner.

Allen Memorial Library

Director for Library Services (Interim)

Jennifer Jenness
Allen Memorial Library 212
(701) 845-7275

Front Desk: (701) 845-7277
(800) 532-8641, extension 37277
FAX: (701) 845-7284
Email: library@vcsu.edu
http://library.vcsu.edu

The university's library is located at the heart of the VCSU campus, between McFarland Hall and the Student Center. Most of the eResources are accessible 24 hours a day, 7 days a week. In-person reference services, loan pick up and other physical resources and services are available when the library building is open, generally from 7:45 am to 9:00 pm, M-Th and 7:45 am to 4:00 pm on Friday. Hours may vary. Check the library website (http://library.vcsu.edu/vp.htm?p=2105) for the most current information.

To support the overall mission of Valley City State University, Allen Memorial Library personnel provide access to resources through expedited technical services procedures, in-person and eReference services, distance loans, and a patron-driven acquisitions system that fills over 90% of suggestions for purchase. Professional reference services are available in-person Monday through Friday from 9:00 a.m. to 3:00 p.m., on some weekday evenings, and via email, online chat and phone.

The Library's website (http://library.vcsu.edu) provides customized access points to resources including an aggregated search of university and statewide resources, state and federal government document collections, online eBooks, eReserves, and electronic journals. Access to all online resources is authenticated through an EZproxy server using the Blackboard portal, CampusConnection login or library card information. Distance students are encouraged to call or email if they need assistance in accessing online resources.

Students studying from a distance can obtain any physical resources owned by Allen Memorial Library by completing a Distance Loan Request form located at the Allen Memorial Library website/Online and Distance Students. These students can request resources owned by other libraries through the interlibrary loan process, but in order to reduce wait time and shipping costs, are encouraged to check local library holdings in their own community before submitting a request.

Allen Memorial Library houses several special collections including:

- The North Dakota/ND Documents Collection
- The Curriculum Library which supports the University's teacher and library education programs
- The Larry Woiwode Manuscript Collection
- The James D. Ployhar Score Collection
- The VCSU Archives
VCSU Bookstore

Bookstore

(701) 845-7141
bookstore.vcsu.edu

The Bookstore, located on the main level of the Memorial Student Center, carries a variety of office supplies, computer supplies, giftware, and apparel. Textbook and book buyback policies are managed by the Bookstore. The textbook area is located in the lower level of the Student Center. Questions or comments should be directed to the bookstore manager (todd.rogelstad@vcsu.edu).

Tuition and Other Expenses

Business Office

(800) 532-8641 extension 37232
(701) 845-7232
www.vcsu.edu/businessoffice

Tuition and Other Fees

Valley City State University charges tuition per credit hour. Mandatory fees, also, are charged per credit hour. For an estimate of charges, go to our Net Price Calculator (http://www.vcsu.edu/businessoffice/vp.htm?p=233).

All financial obligations with the university must be paid on or before the due date at the beginning of each semester unless alternative arrangements have been approved by the Business Office. A student who has not paid in full or set up an arrangement with the Business Office by the due date may be withdrawn for nonpayment. VCSU enrolled students may view their account balance and activity by accessing the VCSU website and clicking on the Campus Connection link, enter their user ID and password. Since Valley City State University is a state-supported institution governed by the State of North Dakota, tuition and fees are subject to change by the Board of Higher Education or by the State Legislature at any time.

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

Refund Policy

Tuition refunds will be made according to the refund schedule to students who officially withdraw from the University. Requests for official withdrawal are made through the Office of Student Academic Services. Students receiving financial aid must also contact the Director of Financial Aid to determine aid “earned” for the time enrolled. The refund is defined as the difference between the amount paid towards institutional charges (including financial aid and/or cash paid) and the amount the school can retain under the appropriate refund policy.

Refunds will be calculated on a percentage basis up to the 60% point in the semester. Please view the refund schedule and policy online at our Drop & Withdrawal Refunds (http://www.vcsu.edu/businessoffice/vp.htm?p=1036) page. This Refund Schedule is subject to change at any time.
Financial Aid Office

McFarland Hall 2nd Floor 219

Director
Marcia Pritchert
(800) 532-8641 extension 37541
(701) 845-7541
FAX: (701) 845-7545

Assistant Director
Patti Rickford
(701) 845-7542

Assistant
Karen Crooks
(701) 845-7543
www.vcsu.edu/financialaid/

Application Period and Deadline

Eligibility
In order to receive federal financial aid, students must meet Satisfactory Progress requirements published on the VCSU Financial Aid website (http://www.vcsu.edu/financialaid).

Types of Financial Aid

Federal Unsubsidized Stafford Loan
Valley City State University students may be eligible to borrow funds through the Federal Direct Loan program. No loan can exceed the estimated budget for enrollment.

Technology Services

Technology Services (http://technologyservices.vcsu.edu)

Rhoades Science Center 117

Chief Information Officer
Joseph Tykwinski
joe.tykwinski@vcsu.edu
(800) 532-8641 extension 37330
(701) 845-7330
FAX (701) 845-7349

Technology Service Desk
(Start here for all technical issues and service requests)
technology.services@vcsu.edu
(800) 532-8641 extension 37340
(701) 845-7340
technologyservices.vcsu.edu/

Technology Service Desk - Technical Support
The VCSU Technology Service Desk, located in Rhoades Science Center 117, provides technical support for computers, computer networking, classroom presentation equipment, cameras, printers, telephones, online "enterprise" applications, and interactive video classroom services. The full-service VCSU Technology Service Desk is available for phone and walk-in support approximately 9 hours per day, Monday-Friday. A North Dakota University System Help Desk provides additional phone support 24 hours per day, 7 days per week.

Viking Card
The Viking Card is the official VCSU ID card. The card is not necessary for strictly off-campus and distance learners. The card is required on-campus to access events and selected doors; track meal plans and discretionary dining dollars; checkout library materials and technology items. It may be used to make purchases at the business office, bookstore and other locations. A Viking Card website allows students and parents to add value to the card and students can use the website to monitor card balances and to immediately disable a lost or stolen card. User identity must be verified in person by a VCSU employee when the Viking Card is issued.

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

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

**Web Conferencing**

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

**Class Recordings**

Some classes use a recording system to capture voice, computer, and video information. The system is used by faculty to create reusable multimedia resources and store them in the online learning management system.

**Software Licensing and Distribution**

VCSU obtains institutional site licenses for a variety of professional software. Microsoft Office 365 is available to all employees and all registered students. Office 365 includes online file storage, email/calendar and free download of Microsoft software, including Word, PowerPoint, Excel and many other titles. Other software is distributed to users based on the unique needs of learners and courses. The software is professionally installed on University owned computers, or it may be accessed via an internet connection to special VCSU servers that host and execute the software.

**Internet Access to Electronic Library Subscriptions**

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

**Campus Connections for Administrative Computing**

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

**Notebook Computers**

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

**Technology Requirements for Online Coursework**

See the Online and Distance Learning website for specific computer and internet requirements at online.vcsu.edu/technicalrequirements.

**Graduate Programs**

Majors/Programs (http://catalog.vcsu.edu/majors-programs)

**Master of Arts in Teaching** (p. 197)

**Master of Education (M.Ed.) Program Concentrations**

- Elementary Education (p. 198)
- English Education (p. 198)
- Library and Information Technologies (LIT) (p. 199)
- Teaching English Language Learners (ELL) (p. 200)
- Teaching Technology (T&T) (p. 200)
- Technology Education (Tech Ed) (p. 201)

**Graduate Certificates**

- Library & Information Technologies (LIT) (p. 196)
- STEM Education (p. 196)
- Teaching English Language Learners (p. 197)

**Library & Information Technologies (LIT)**

Students interested in North Dakota Library Media Specialist certification (or another states reciprocity certification) may also need to complete an “Introduction to Libraries” course. The university offers two non-program options designed to meet the state requirement: LMIS 250 Introduction to Libraries and Information Science and LMIS 700 Introduction to the Information Age.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMIS 660</td>
<td>Applied Research in Current School Library Issues</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 664</td>
<td>Literature and Literacy for Children and Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 670</td>
<td>Integrating Information Literacy and Research Standards</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 676</td>
<td>Contemporary Cataloging for the School Library</td>
<td>2</td>
</tr>
<tr>
<td>LMIS 677</td>
<td>Collection Development for the 21st Century School Library</td>
<td>2</td>
</tr>
<tr>
<td>LMIS 680</td>
<td>Using Information Resources</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 687</td>
<td>Administering and Evaluating Program Resources</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 688</td>
<td>Collaboration, Management, and Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 22

**STEM Education**

This certificate allows the university to serve the needs of in-service teachers who seek a STEM Education credential. This online certificate is available to teachers both in and outside North Dakota. Through the teachers enrolled in the certificate, STEM education will reach students at the primary and secondary levels and prepare them for the world as it has become. VCSU’s
STEM certificate will enhance the curricular understandings of in-service teachers who may already have a master’s degree or may decide later to expand the certificate into a Master’s degree.

### Elementary Focus

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM ED 655</td>
<td>STEM Curriculum and Methods in Elementary</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 670</td>
<td>Design, Technology, and Engineering for Elementary</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 671</td>
<td>Inquiry Based Thematic Instruction</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 680</td>
<td>Building Math</td>
<td>3</td>
</tr>
<tr>
<td>or STEM ED 665</td>
<td>Invention and Innovation</td>
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</tr>
</tbody>
</table>

**Total Credits: 12**

### Secondary Focus

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>STEM ED 650</td>
<td>STEM Curriculum and Methods</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 660</td>
<td>Design for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 665</td>
<td>Invention and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 680</td>
<td>Building Math</td>
<td>3</td>
</tr>
<tr>
<td>or STEM ED 682</td>
<td>Engineering the Future</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 12**

### Teaching English Language Learners

This Graduate Certificate in Teaching ELL provides in-service teachers with the cultural and linguistic pedagogy needed to address the ELL needs of North Dakota teachers and will also meet other state requirements. This certificate provides a path for in-service teachers who already possess baccalaureate teaching credentials and may have M.E.D.s with the necessary coursework to be credentialed as an ELL instructor. The program also helps meet the increasing demand for graduate credentials for career and salary advancement. A certificate program meets the needs of those seeking professional development, endorsement, or licensure.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 660</td>
<td>Assessment Strategies for ELL</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 663</td>
<td>Methods of Teaching ELL</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 670</td>
<td>Second Language Acquisition</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 673</td>
<td>Foundations of Bilingual Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 693</td>
<td>ELL Teaching Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 653</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 673</td>
<td>Linguistics for ELL Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 16**

### Master of Arts in Teaching

**Department Chair:** Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304  
**Faculty Contact:** Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304  
**Department Office:** 327E McFarland Hall, (701) 845-7303

The Master of Arts in Teaching parallels the undergraduate Teacher Education program and Master of Education degree by employing a set of core courses required to meet North Dakota teacher certification. This degree helps meet the increasing demand for teachers in shortage areas and also provide graduate credentials for career and salary advancement. The program provides a more direct path to teacher licensure through an advanced level professional degree.

The Master of Arts in Teaching requires 33 hours of coursework, internship/student teaching, a research report, and presentation of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All MAT students are required to complete 33 hours of required courses and some students may need additional hours of Special Program credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 611</td>
<td>Foundations of Teaching for Learning</td>
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<tr>
<td>EDUC 612</td>
<td>Human Development and Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 613</td>
<td>Reading and Multiple Literacies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Secondary Methods and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 675</td>
<td>Teaching with 21st Century Tools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 676</td>
<td>Internship/Student Teaching</td>
<td>6</td>
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<tr>
<td>EDUC 686</td>
<td>Integrative Capstone Project</td>
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**Total Credits: 33**

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<tbody>
<tr>
<td>EDUC 660</td>
<td>Assessment Strategies for ELL</td>
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<tr>
<td>EDUC 663</td>
<td>Methods of Teaching ELL</td>
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</tr>
<tr>
<td>EDUC 670</td>
<td>Second Language Acquisition</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 673</td>
<td>Foundations of Bilingual Education</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 653</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 673</td>
<td>Linguistics for ELL Teachers</td>
<td>3</td>
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</tbody>
</table>

**Total Required 33 Hrs**  
**Total Special Program Credits 3-24 Hrs**  
**Total Credits Needed for Licensure 36-57 Hrs**
Master of Education Program - Concentration in Elementary Education

Department Chair: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304
Faculty Contact: Dr. Heather Kvilvang, heather.kvilvang@vcsu.edu, (701) 845-7199
Department Office: 327E McFarland Hall, (701) 845-7303

Valley City State University has designed this concentration for teachers at the elementary level wishing to pursue a master’s degree. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research, and technology.

Curriculum in this concentration is designed for K-6 educators who seek to deepen their understanding of teaching and learning. The program of study anchors coursework in learning theory, effective use of technology, and the principles of assessment, as well as providing elective coursework to support the student’s unique professional goals. The coursework may also apply in situations where states require an advanced degree with a focus on Elementary Education.

Concentration Requirements

The Master of Education in Elementary Education requires 36 hours of coursework, an action research report, and an oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All M.Ed. students are required to complete 12 hours of core courses and three hours of Special Program Courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
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</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
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Required Courses

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 631</td>
<td>Principles of Teaching and Learning in Elementary</td>
<td>3</td>
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<td>EDUC 650</td>
<td>Field Design and Implementation</td>
<td>3</td>
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<tr>
<td>EDUC 667</td>
<td>Literacy as Communication in Elementary</td>
<td>3</td>
</tr>
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<td>EDUC 675</td>
<td>Teaching with 21st Century Tools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>Action Research in Education</td>
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Select six hours from the following:

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<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 642</td>
<td>Supervision of Student Teachers</td>
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</tr>
<tr>
<td>EDUC 664</td>
<td>Literature and Literacy for Children and Young Adults</td>
<td></td>
</tr>
<tr>
<td>STEM ED 655</td>
<td>STEM Curriculum and Methods in Elementary</td>
<td></td>
</tr>
<tr>
<td>STEM ED 670</td>
<td>Design, Technology, and Engineering for Elementary</td>
<td></td>
</tr>
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</table>

Special Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 689</td>
<td>Research Application</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 36

Total Core 12 Hrs
Total Required 15 Hrs
Total Electives 6 Hrs
Total Special Program Requirements 3 Hrs
Total Credits Needed to Graduate 36 Hrs

---

Master of Education Program - Concentration in English Education

Department Chair: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304
Faculty Contact: Dr. J. Gregory Brister, greg.brister@vcsu.edu, (701) 845-7317
Department Office: 327E McFarland Hall, (701) 845-7303

Valley City State University has designed this concentration for teachers of English wishing to pursue a master’s degree. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research, and technology.

Curriculum in this concentration is designed to help secondary school educators become more effective users of technology in the English classroom and enhance the learning experience for their students. The coursework can also apply in situations where states require an advanced degree with a focus on a specific content area.

Concentration Requirements

The Master of English Education requires 35 hours of coursework, an action research report, and an oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All M.Ed. students are required to complete 12 hours of core courses and three hours of Special Program Courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
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Required Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 650</td>
<td>Studies in British Literature</td>
<td>3</td>
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<tr>
<td>ENGL 653</td>
<td>Language and Culture</td>
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</tr>
<tr>
<td>ENGL 660</td>
<td>Studies in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 664</td>
<td>Literature and Literacy for Children and Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 676</td>
<td>Research in Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 680</td>
<td>Teaching College English</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>Action Research in Education</td>
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Special Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 689</td>
<td>Research Application</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Capstone</td>
<td>2</td>
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</table>

Total Credits 36

Total Core 12 Hrs
Total Required 21 Hrs
Total Special Program Requirements 3 Hrs
Total Credits Needed to Graduate 36 Hrs
Master of Education Program  
- Concentration in Library and Information Technologies (LIT)

Department Chair: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304  
Faculty Contact: Donna James, donna.james@vcsu.edu, (701) 845-7275  
Department Office: 327E McFarland Hall, (701) 845-7303

Valley City State University (VCSU) has designed this concentration for teachers at either primary or secondary levels wishing to pursue a master’s degree. The VCSU master’s degree with the LIT Concentration is accredited by CAEP and has been reviewed by the American Library Association’s AASL program reviewers using the ALA/AASL Standards for Initial Preparation of School Librarians. The program is recognized by the AASL as an appropriate first professional degree for school librarians, and is listed among other nationally recognized programs at the AASL website. The curriculum meets North Dakota Department of Public Instruction standards for the preparation of library media specialists at the highest credential level—LM01.

Concentration Requirements

The Master of Education in Library and Information Technologies requires 37 hours of coursework, an action research report, 120 hours of customized field experience, and oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All students are required to complete 12 hours of core courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
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</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
<td>3</td>
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Required Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LMIS 660</td>
<td>Applied Research in Current School Library Issues</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 664</td>
<td>Literature and Literacy for Children and Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 670</td>
<td>Integrating Information Literacy and Research Standards</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 676</td>
<td>Contemporary Cataloging for the School Library</td>
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<tr>
<td>LMIS 677</td>
<td>Collection Development for the 21st Century School Library</td>
<td>2</td>
</tr>
<tr>
<td>LMIS 680</td>
<td>Using Information Resources</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 687</td>
<td>Administering and Evaluating Program Resources</td>
<td>3</td>
</tr>
<tr>
<td>LMIS 688</td>
<td>Collaboration, Management, and Leadership</td>
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</table>

These courses are designed to support the student in completing graduation requirements culminating in the program's core values as outcomes.

Special Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMIS 689</td>
<td>Research Application</td>
<td>1</td>
</tr>
<tr>
<td>LMIS 698</td>
<td>Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 37

Total Core 12 Hrs  
Total Required 22 Hrs  
Total Special Program Requirements 3 Hrs  
Total Credits Needed to Graduate 37 Hrs

Note: Students interested in North Dakota Library Media Specialist Certification (or another state’s reciprocity certification) may also need to complete an “Introduction to Libraries” course. The university offers two non-program options designed to meet the state requirement: LMIS 250

Introduction to Libraries and Information Science and LMIS 700 Introduction to Libraries in the Information Age.
Master of Education Program - Concentration in Teaching English Language Learners (ELL)

Department Chair: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304
Faculty Contact: Joan Aus, joan.aus@vcsu.edu, (701)845-7187
Department Office: 327E McFarland Hall, (701) 845-7303

Capitalizing on the university’s excellent reputation and historic role in teacher preparation this concentration serves teachers who seek the ELL endorsement at the graduate level. The program meets the requirements of the North Dakota Education Standards and Practices Board (ESPB), offers a viable online graduate program option to teachers outside the state seeking to improve their credentials, and enhances the educational opportunities for teachers in reservation school districts and tribal colleges in the region by providing graduate-level ELL content embedded in a master’s degree.

Concentration Requirements

The Master of Education in English Language Learners requires 34 hours of coursework, an action research report, and the oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research, and technology. All M.Ed. students are required to complete 12 hours of core courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education</td>
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</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
<td>3</td>
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Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 660</td>
<td>Assessment Strategies for ELL</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 663</td>
<td>Methods of Teaching ELL</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 670</td>
<td>Second Language Acquisition</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 673</td>
<td>Foundations of Bilingual Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>Action Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 693</td>
<td>ELL Teaching Practicum</td>
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</tr>
<tr>
<td>ENGL 653</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 673</td>
<td>Linguistics for ELL Teachers</td>
<td>3</td>
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</table>

These courses are designed to support the student in completing graduation requirements culminating in the program’s core values as outcomes.

Special Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 689</td>
<td>Research Application</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 34

Total Core 12 Hrs
Total Required 19 Hrs
Total Special Program Requirements 3 Hrs
Total Credits Needed to Graduate 34 Hrs

Master of Education Program - Concentration in Teaching Technology (T&T)

Department Chair: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304
Faculty Contact: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304
Department Office: 327E McFarland Hall, (701) 845-7303

VCSU has designed this concentration for teachers at either primary or secondary levels wishing to pursue a master’s degree. It is a unique program, not only in the state, but also in the country. Curriculum focuses on the use of technologies to enrich teaching and learning and provides content specific course work in some subject areas. Curriculum in this concentration is set up to provide students with an understanding of the National Educational Technology Standards (NETS) as defined by the International Society for Technology in Education (ISTE).

Concentration Requirements

The Master of Education in Teaching and Technology requires 33-36 hours of coursework, an action research report, and an oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research and technology. All M.Ed. students are required to complete 12 hours of core courses and three hours of Special Program courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education</td>
<td>3</td>
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<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
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<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
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</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
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These courses are designed to support the student in completing graduation requirements culminating in the program’s core values as outcomes.

Special Program Requirements

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 689</td>
<td>Research Application</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Capstone</td>
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Total Credits 15

Student must select one of the options to complete the concentration in Teaching and Technology

Option 1: Teaching and Learning Required Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 635</td>
<td>Technology for Learning</td>
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<td>EDUC 650</td>
<td>Field Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 675</td>
<td>Teaching with 21st Century Tools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>Action Research in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select six hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 642</td>
<td>Supervision of Student Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 665</td>
<td>Learning Theory and Instructional Design</td>
<td></td>
</tr>
<tr>
<td>STEM ED 660</td>
<td>Design for Engineering</td>
<td></td>
</tr>
<tr>
<td>STEM ED 665</td>
<td>Invention and Innovation</td>
<td></td>
</tr>
<tr>
<td>STEM ED 670</td>
<td>Design, Technology, and Engineering for Elementary</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18
**Option 2: Communication Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 611</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 630</td>
<td>Instructional Communication and Technology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 645</td>
<td>Media Uses and Effects</td>
<td>3</td>
</tr>
<tr>
<td>COMM 650</td>
<td>Advanced Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 655</td>
<td>Advanced Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 660</td>
<td>Group Communication, Team Building, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>Action Research in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 21

**Master of Education Program - Concentration in Technology Education (Tech Ed)**

Department Chair: Dr. James Boe, jim.boe@vcsu.edu, (701) 845-7304
Faculty Contact: Dr. K. Peder Gjovik, peder.gjovik@vcsu.edu, (701) 845-7448
Department Office: 327E McFarland Hall, (701) 845-7303

Valley City State University (VCSU) has designed this concentration for primary and secondary level educators wishing to pursue a master’s degree in Technology Education or Career and Technical Education. Curriculum in the courses is set up to be consistent with the Standards for Technological Literacy defined by the International Technology Education Association (ITEA) as well as the North Dakota Department of Career and Technical Education.

**Concentration Requirements**

The Master of Education in Technology Education requires 36 hours of coursework, an action research report and an oral defense of a comprehensive portfolio. The curriculum is structured around a set of core requirements that provide a broad foundation in education, research, and technology. All M. Ed students are required to complete 12 hours of core courses and three hours of Special Program Courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Issues in School, Community, and Family</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Supervision and Assessment of Teachers and Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 657</td>
<td>Exceptionality, Diversity, and Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

These courses are designed to support the student in completing graduation requirements culminating in the program's core values as outcomes.

**Special Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 689</td>
<td>Research Application</td>
<td>1</td>
</tr>
<tr>
<td>TECH 698</td>
<td>Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following options: 21
- Secondary STEM Education
- Elementary STEM Education
- Career and Technical Education

**Total Credits** 36

Student must select one of the options to complete the concentration in Technology Education.

**Option 1: Secondary STEM Education Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM ED 650</td>
<td>STEM Curriculum and Methods</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 660</td>
<td>Design for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 665</td>
<td>Invention and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 670</td>
<td>Design, Technology, and Engineering for Elementary</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 680</td>
<td>Building Math</td>
<td>3</td>
</tr>
<tr>
<td>or STEM ED 682</td>
<td>Engineering the Future</td>
<td></td>
</tr>
<tr>
<td>TECH 675</td>
<td>Research and Assessment in Technology Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 688</td>
<td>Safety and Management in the Technology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 635</td>
<td>Technology for Learning</td>
<td></td>
</tr>
</tbody>
</table>
Option 2: Elementary STEM Education Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM ED 655</td>
<td>STEM Curriculum and Methods in Elementary</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 670</td>
<td>Design, Technology, and Engineering for Elementary</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 671</td>
<td>Inquiry Based Thematic Instruction</td>
<td>3</td>
</tr>
<tr>
<td>STEM ED 680</td>
<td>Building Math</td>
<td>3</td>
</tr>
<tr>
<td>TECH 675</td>
<td>Research and Assessment in Technology Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses
Select six hours from the following:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>STEM ED 665</td>
<td>Invention and Innovation</td>
<td></td>
</tr>
<tr>
<td>TECH 688</td>
<td>Safety and Management in the Technology Laboratory</td>
<td></td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Technology for Learning</td>
<td></td>
</tr>
</tbody>
</table>

Option 3: Career and Technical Education Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 651</td>
<td>Curriculum Development in Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>TECH 652</td>
<td>Instructional Strategies in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>TECH 653</td>
<td>Trends and Issues in Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>TECH 654</td>
<td>Administration and Management in Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>TECH 675</td>
<td>Research and Assessment in Technology Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses
Select six hours from the following:

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<td>STEM ED 680</td>
<td>Building Math</td>
<td></td>
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<tr>
<td>STEM ED 682</td>
<td>Engineering the Future</td>
<td></td>
</tr>
<tr>
<td>TECH 688</td>
<td>Safety and Management in the Technology Laboratory</td>
<td></td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Technology for Learning</td>
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</tr>
<tr>
<td>STEM ED 660</td>
<td>Design for Engineering</td>
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<td>STEM ED 665</td>
<td>Invention and Innovation</td>
<td></td>
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</table>

Total Core 12 Credits
Total Required 15-18 Credits
Total Electives 3-6 Credits
Total Special Program Requirements 3 Credits
Total Credits Needed to Graduate 36 Credits

Graduate Courses

Communications (COMM)

COMM 611. Communication Theory. 3 Credits.
A survey of communication theory and research topics as that pertain to everyday social interactions. Students explore the relationship between theory, guiding, research, and knowledge.
Typically Offered: Spring, even years.

COMM 630. Instructional Communication and Technology. 3 Credits.
A study of current concepts, theories, and practice in instruction, communication, and technology. This course explores historical and rhetorical perspectives, traits, instructional message variables, incivility, assessment, course design, and evolving instructional technologies.
Typically Offered: Fall, even years.

COMM 645. Media Uses and Effects. 3 Credits.
A study of the theoretical and practical research of major issues found in the media. Topics include media effect, violence, persuasion, public opinion, marketing, and media literacy.
Typically Offered: Spring, odd years.

COMM 650. Advanced Interpersonal Communication. 3 Credits.
A survey of communication theory and research topics as they pertain to everyday social interactions. Students explore an examination of styles, patterns and challenges in human communication in both verbal and nonverbal contexts. This class looks at many types of relationships and modes of communication, particularly in relation to education.
Typically Offered: Summer, even years.

COMM 655. Advanced Intercultural Communication. 3 Credits.
An advanced exploration of cross-cultural and intercultural communication, focusing on definitions, concepts and theories of culture as they relate to the self and the classroom. Special emphasis will be placed on norms, etiquette, gender, and sexuality especially as they relate within the framework of the educational setting.
Typically Offered: Fall, odd years.

COMM 660. Group Communication, Team Building, and Leadership. 3 Credits.
A course on the theories and praxis of creating and maintaining successful group, team, and leadership experiences in the classroom. Topics include group formation, climate, roles, goals, conflict resolution, and leadership nurturing.
Typically Offered: Summer, odd years.

Education (EDUC)

Courses

EDUC 610. Research in Education. 3 Credits.
An overview of research techniques and methodologies. This course covers measurement concepts and statistical analysis in educational research, current theory, and practice of qualitative and quantitative research design, and research-based applications to improve student learning.
Typically Offered: Fall, Summer.
EDUC 611. Foundations of Teaching for Learning. 3 Credits.
The course examines the teaching profession, including the historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including the effective use of planning, implementing, evaluating, and reflecting. The course requires a field experience in secondary classroom.
Typically Offered: Summer.

EDUC 612. Human Development and Learning Needs. 3 Credits.
A survey of the psychology of human life span development and learning needs.
Typically Offered: On sufficient demand.

EDUC 613. Reading and Multiple Literacies. 3 Credits.
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.
Typically Offered: On sufficient demand.

EDUC 614. Secondary Methods and Assessment. 4 Credits.
Focused on strategies used in exemplary secondary school teaching that are appropriate for adolescent and young adult learners. The course provides students with an opportunity to learn and develop the knowledge and skills necessary to achieve teaching competency.
Typically Offered: On sufficient demand.

EDUC 625. Issues in School, Community, and Family. 3 Credits.
An exploration of the shaping of education in America by law and the legal system. This course covers the current legal and educational issues of equal educational opportunities, treatment of students with disabilities, English Language Learners, school effectiveness and reform, school finance, and philosophy. Focuses on administrative leadership and technologies that develop, maintain, and enhance effective approaches in working with schools, faculty and staff, students, parents, and community members from diverse backgrounds.
Typically Offered: Fall, Spring, Summer.

EDUC 631. Principles of Teaching and Learning in Elementary. 3 Credits.
An examination of several models of instruction for building effective teaching practice in the elementary classroom to meet diverse learning needs. This course covers the psychological aspects of teaching in the elementary classroom and how effective teaching assists the learning process. It explores multiple intelligences, learning styles, and cooperative learning integrated with technology.
Typically Offered: Summer.

EDUC 635. Technology for Learning. 3 Credits.
An overview of the knowledge and skills necessary for effective use of current instructional technologies in order to enhance learning and contribute to positive school change that supports a learner-centered environment. The course focus is on applying theory, research, and practice to instruction planning and curricular improvement within the context of the learning community, as well as examining related social, equity, ethical, and legal issues.
Typically Offered: Spring.

EDUC 640. Supervision and Assessment of Teachers and Learners. 3 Credits.
Provides multiple means of assessing and evaluating diverse student learning including technology, theory, and practice. Explores types of assessments that motivate students to learn, as well as approaches to planning, managing, delivering, and assessing instruction that draw on social, cultural, and historical foundations. Prepares educators for leadership roles in schools.
Typically Offered: Spring, Summer.

EDUC 642. Supervision of Student Teachers. 3 Credits.
A guide for K-12 classroom teachers to successfully mentor teacher candidates with an emphasis on applying co-teaching strategies. The course emphasizes state administrative rules and university expectations, as well as the role of the university supervisor, cooperating teacher, and teacher candidate. The course provides experiences designed to help teacher candidates become effective elementary and secondary school teachers.
Typically Offered: Summer.

EDUC 650. Field Design and Implementation. 3 Credits.
An exploration of ways to integrate technology into K-12 classrooms and develop projects that use technology to improve student learning. The course allows students to plan the implementation of a field experience of an engaged project in their classroom that applies and reflects on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings.
Typically Offered: Fall.

EDUC 657. Exceptionality, Diversity, and Differences. 3 Credits.
A study of exceptionality, diversity, and difference that exists in P-12 classrooms, including issues of socio-economic status, gender, and ethnicity. Explores related strategies for developing appropriate learning environments, instructional modifications, intervention alternatives, teaching styles, and alternative delivery systems, as well as addresses professional networking and collaboration in order to enhance the learning experience for all students.
Typically Offered: Fall, Spring.

EDUC 660. Assessment Strategies for ELL. 2 Credits.
This course is designed to guide K-12 classroom teachers to successfully differentiate their assessment practices for linguistically diverse student populations and addresses student monitoring of academic mastery, English language proficiency, instructional and assessment accommodations, and stakeholder reporting.
Typically Offered: Fall, odd years.

EDUC 663. Methods of Teaching ELL. 2 Credits.
An examination of the structured strategies for effectively supporting the learning of English learners in their classroom through effective planning of language objectives and building academic vocabulary development in all lessons. The course supports the learning of students through comprehensive input on these cross-curricular strategies.
Typically Offered: Spring, even years.
Prerequisite: EDUC 660.
EDUC 664. Literature and Literacy for Children and Young Adults. 3 Credits.
An examination of literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child/adolescent development, censorship, literary value, and lifelong reading/learning. Cross-referenced with ENGL 664 and LMIS 664.
Typically Offered: Fall.
Same As: EDUC 664/ENGL 664/LMIS 664.
EDUC 665. Learning Theory and Instructional Design. 3 Credits.
An overview of learning theories and instructional design models. The course focuses on curriculum design for educators using the Backward Design model within behavioral, cognitive information processing, and constructivist approaches.
Typically Offered: Fall.
EDUC 666. Literacy as Communication in Elementary. 3 Credits.
A focus on ways to integrate effective reading strategies into all subject areas of the curriculum. Participants learn strategies for supporting the comprehension of nonfiction texts and the development of content-area vocabulary, as well as motivational techniques for reluctant learners. This course also expands background experience in literacy including study skills, vocabulary development, reading comprehension, and written, oral, and listening communication.
Typically Offered: Spring.
EDUC 670. Second Language Acquisition. 2 Credits.
Examines and applies theories and models of second language acquisition for ELL students to include the emotional, social and intellectual implications of learning a second language in a cross-cultural setting.
Typically Offered: Fall, even years.
EDUC 673. Foundations of Bilingual Education. 2 Credits.
Examines and applies theories and models of bilingual education for ELL students from a cross-disciplinary perspective to include individual and societal concepts in minority and majority languages and childhood developmental perspectives as well as the psychological and sociological aspects of bilingualism.
Typically Offered: Summer.
EDUC 675. Teaching with 21st Century Tools. 3 Credits.
A study of the tools teachers will need to help students master the learning skills of a digital world. The participants will acquire a knowledge of information and communication technologies, an understanding of the relevance of teaching with real world examples, and the importance of involving students in areas of communication and collaboration.
Typically Offered: Summer.
EDUC 676. Internship/Student Teaching. 6 Credits.
Observation, teaching, and other experiences related to teaching. The student in secondary education spends twelve weeks of student teaching or successful completion of transition to teaching phase one.
Typically Offered: Fall, Spring.
Grading: S/U only.
EDUC 681. Continuous Enrollment. 1 Credit.
An option for graduate students who must remain continuously enrolled during the graduate studies process.
Typically Offered: Fall, Spring, Summer.
Grading: S/U only.
Repeatable: Up to 15 Credits.
EDUC 685. Action Research in Education. 3 Credits.
A study of the action research process. This course covers how to conduct, analyze, and reflect upon action research. Topics include the action research process, IRB paperwork, data collection, data analysis, and reflection.
Typically Offered: Fall, Spring.
Prerequisite: EDUC 610.
EDUC 686. Integrative Capstone Project. 2 Credits.
A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. The students will demonstrate the core knowledge and values in this standards-based digital portfolio. Previously Teaching for Learning Capstone (TLC) will be showcased.
Typically Offered: Fall, Spring, Summer.
EDUC 689. Research Application. 1 Credit.
Preparation for completing individual action research topic on the graduate level. The course directs the student in completion of M.Ed. research requirement. Cross-referenced with ENGL 689, LMIS 689, and TECH 689.
Typically Offered: Fall, Spring, Summer.
Same As: EDUC/ENGL/LMIS/TECH 689.
EDUC 693. ELL Teaching Practicum. 2 Credits.
An outline for candidates to demonstrate their proficiency at planning implementing and managing curriculum and instruction for ELL students. The students will acquire the eight (8) essential elements of the Sheltered Instruction Operational Protocol and demonstrate them during the final evaluation of the practicum.
Typically Offered: Fall, Spring.
EDUC 694. Independent Study. 1-3 Credits.
A student initiated course to provide expanded offerings to meet a special need. The student effort may be a major project or an additional research activity.
Typically Offered: On sufficient demand.
Repeatable: Up to 3 Credits.
EDUC 698. Capstone. 2 Credits.
A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. The students will demonstrate the core knowledge and in this standards-based digital portfolio. Previously Teaching for Learning Capstone (TLC) will be showcased.
Typically Offered: Fall, Spring, Summer.
EDUC 699. Special Topics. 1-3 Credits.
An advanced study covering topics not regularly taught in the Master of education program. The course provides learners with the flexibility to investigate topics of interest.
Typically Offered: On sufficient demand.

English (ENGL)

Courses
ENGL 650. Studies in British Literature. 3 Credits.
An advanced study of selected genres, authors, themes, or eras in British literature. The student will acquire multiple ideas, implementation plans, rubrics, and assessment ideas that will assist the post-secondary English instructor.
Typically Offered: Summer, even years.
Library Media and Information Science (LMIS)

Courses

**LMIS 660. Applied Research in Current School Library Issues. 3 Credits.**
A survey of current themes and issues in school library and information technology research with emphasis on identifying areas for collaborative school classroom or library research designed to support improved student learning and address state and national curriculum standards. An overview of the processes and procedures involved in designing, completing, and documenting a successful action research project. Writing a draft action research literature review using the institutionally required style and formats, submitting the required M.Ed. action research topic proposal, and preparing and submitting Institutional Review Board (IRB) forms for this research proposal.

**Typically Offered:** Fall.

**Prerequisite:** EDUC 610.

**LMIS 664. Literature and Literacy for Children and Young Adults. 3 Credits.**
An examination of literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child/adolescent development, censorship, literary value, and lifelong reading/learning. Cross-referenced with EDUC 664 and LMIS 664.

**Typically Offered:** Fall.

**Same As:** EDUC 664/ENGL 664/LMIS 664.

**ENGL 660. Studies in American Literature. 3 Credits.**
An advanced course which examines selected genres, authors, themes, or eras in American literature.

**Typically Offered:** Summer, odd years.

**ENGL 664. Literature and Literacy for Children and Young Adults. 3 Credits.**
An examination of literacy issues as they relate to literature for children and young adults. Classic and contemporary works of literature for children and young adults will be studied with regard to reading issues, child/adolescent development, censorship, literary value, and lifelong reading/learning. Cross-referenced with EDUC 664 and LMIS 664.

**Typically Offered:** Fall.

**Same As:** EDUC 664/ENGL 664/LMIS 664.

**ENGL 667. Linguistics for ELL Teachers. 3 Credits.**
Guides K-12 classroom teachers to successfully implement linguistically appropriate practices that are predicted upon language theory for culturally and linguistically diverse (CLD)/ELL student populations to promote English language proficiency and content mastery. Components of the language system including phonology, morphology, syntax, semantics, pragmatics, discourse analysis, register, aspects of social and academic language, and writing conventions.

**Typically Offered:** Spring.

**Prerequisite:** ENGL 653.

**ENGL 667. Research in Teaching Writing. 3 Credits.**
This course will investigate the research related to teaching writing. Scholarly articles and texts will provide the sources. The course topics will include educational and composition theory for the purpose of informing secondary school writing instruction.

**Typically Offered:** Summer.

**ENGL 670. Integrating Information Literacy and Research Standards. 3 Credits.**
An exploration and analyzes of research models, their application and use in meeting information literacy standards. Topics include current issues and trends in learning theory, learner behavior, and instructional design as related to information literacy. An emphasis is placed on the responsibility of the school library media specialist to collaborate with classroom teachers to integrate information literacy into all curricular areas.

**Typically Offered:** Fall.

**LMIS 670. Integrating Information Literacy and Research Standards. 3 Credits.**
An exploration and analyzes of research models, their application and use in meeting information literacy standards. Topics include current issues and trends in learning theory, learner behavior, and instructional design as related to information literacy. An emphasis is placed on the responsibility of the school library media specialist to collaborate with classroom teachers to integrate information literacy into all curricular areas.

**Typically Offered:** Fall.

**Prerequisite:** LMIS 653.

**LMIS 676. Contemporary Cataloging for the School Library. 2 Credits.**
Principles of organizing and cataloging materials for the school library with emphasis on accessing resources for processing materials in a variety of print and digital formats, utilizing current standards and systems for creating bibliographic records, and developing and maintaining records in on-line circulation and catalog systems.

**Typically Offered:** Summer.

**LMIS 677. Collection Development for the 21st Century School Library. 2 Credits.**
This course covers the selection and acquisition of school library resources with emphasis on techniques to assure a balanced collection reflecting a diversity of format and content. Topics include profiling the resource needs of learners to address state and national standards, analyzing the library collection, developing selection criteria for materials in a variety of formats, and managing the acquisitions process.

**Typically Offered:** Summer.

**Prerequisite:** LMIS 670/ENGL 670/LMIS 670.

**ENGL 670. Integrating Information Literacy and Research Standards. 3 Credits.**
An exploration and analyzes of research models, their application and use in meeting information literacy standards. Topics include current issues and trends in learning theory, learner behavior, and instructional design as related to information literacy. An emphasis is placed on the responsibility of the school library media specialist to collaborate with classroom teachers to integrate information literacy into all curricular areas.

**Typically Offered:** Fall.

**Prerequisite:** LMIS 653.

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**Typically Offered:** Summer.

**Prerequisite:** LMIS 670/ENGL 670/LMIS 670.

**ENGL 670. Integrating Information Literacy and Research Standards. 3 Credits.**
An exploration and analyzes of research models, their application and use in meeting information literacy standards. Topics include current issues and trends in learning theory, learner behavior, and instructional design as related to information literacy. An emphasis is placed on the responsibility of the school library media specialist to collaborate with classroom teachers to integrate information literacy into all curricular areas.

**Typically Offered:** Fall.

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**Typically Offered:** Summer.

**LMIS 677. Collection Development for the 21st Century School Library. 2 Credits.**
This course covers the selection and acquisition of school library resources with emphasis on techniques to assure a balanced collection reflecting a diversity of format and content. Topics include profiling the resource needs of learners to address state and national standards, analyzing the library collection, developing selection criteria for materials in a variety of formats, and managing the acquisitions process.

**Typically Offered:** Summer.

**Prerequisite:** LMIS 670/ENGL 670/LMIS 670.
LMIS 680. Using Information Resources. 3 Credits.
This course focuses on core reference skills and reference collections essential to a successful school library program. Special emphasis placed on how the school library media specialist can assist students in becoming information literate and the need for collaboration with classroom teachers when promoting the use of information resources in the school library media center.
Typically Offered: Spring.

LMIS 687. Administering and Evaluating Program Resources. 3 Credits.
This course explores leadership theory and the role of the school library media specialist as program administrator, preparing the learner to administer an effective school library program supporting the mission of the school and based on AASL standards. Professional principles and responsibilities including facilities management, budget consideration, personnel planning, and data-driven program assessment and evaluation will be emphasized.
Typically Offered: Summer.

LMIS 688. Collaboration, Management, and Leadership. 3 Credits.
An exploration of leadership theory and the role of the school library media specialist as program administrator, preparing the learner to administer an effective school library program supporting the mission of the school and based on AASL standards. The course covers the professional principles and responsibilities including facilities management, budget consideration, personnel planning, and data-driven program assessment and evaluation.
Typically Offered: Spring.

LMIS 689. Research Application. 1 Credit.
Preparation for completing individual action research topic on the graduate level. The course directs the student in completion of M.Ed. research requirement. Cross-referenced with EDUC 689, ENGL 689, and TECH 689.
Typically Offered: Fall, Spring, Summer.
Same As: EDUC/ENGL/LMIS/TECH 689.

LMIS 698. Capstone. 2 Credits.
A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. The students will demonstrate the core knowledge and in this standards-based digital portfolio. Previously developed publishable action research effort is showcased. Cross-referenced with EDUC 698, ENGL 698, and TECH 698.
Typically Offered: Fall, Spring, Summer.
Same As: EDUC/ENGL/LMIS/TECH 698.

STEM Educ (STEM ED)

Courses

STEM ED 650. STEM Curriculum and Methods. 3 Credits.
A thorough review of content standards (Standards for Technological Literacy) and program standards for technology education (Advancing Excellence in Technological Literacy). Opportunities are provided to compare and contrast with the Next Generation Science Standards and the Common Core. The course covers standards-based curriculum development and methods.
Typically Offered: Fall.

STEM ED 655. STEM Curriculum and Methods in Elementary. 3 Credits.
An overview for elementary teachers of the evolution, philosophy, methods, character, and purpose of each of the STEM disciplines. The course includes contemporary strategies unique and common among the disciplines such as analysis, modeling, inquiry, design, thematic instruction, team challenges, and practical problem solving. Current forces and trends acting on STEM education will also be explored.
Typically Offered: Fall.

STEM ED 660. Design for Engineering. 3 Credits.
A study of the concepts related to engineering design, a cornerstone of the standards-based approach to technology education. The course covers the standards, benchmarks, content, and techniques necessary to successfully teach a recommended core course at the secondary level and utilizes the Engineering by Design curriculum developed by the ITEEA.
Typically Offered: Fall.

STEM ED 665. Invention and Innovation. 3 Credits.
A study of the concepts related to engineering design as well as concepts surrounding inventions and innovations. This course covers the standards, benchmarks, content, and techniques necessary to successfully teach a recommended core course at the middle school level and utilizes the curriculum concepts from Engineering by Design from the ITEEA.
Typically Offered: Summer.

STEM ED 670. Design, Technology, and Engineering for Elementary. 3 Credits.
A course focused on creating standards-based thematic units at the elementary level using the engineering design process and design challenges to integrate science, mathematics and other subject areas. A primary goal of the course is to expand the range of activities implemented in the self-contained elementary classroom while fostering technological literacy in elementary students.
Typically Offered: Spring.

STEM ED 671. Inquiry Based Thematic Instruction. 3 Credits.
A course focused on the use of scientific inquiry, mathematics concepts, the engineering design process, design challenges, and additional subject areas in the implementation of standards-based thematic STEM education units at the elementary level. Emphasis is also placed on evaluating and enhancing available thematic STEM education curricula.
Typically Offered: Fall.

STEM ED 680. Building Math. 3 Credits.
A course focused on hands-on activities that integrate engineering design while developing algebraic thinking skills through the collection and analysis of data used to solve real-world problems. Students will develop the ability to apply math knowledge and concepts to their investigations and use the engineering design process. Suitable for secondary and middle school level teachers; and will provide opportunities to create standards-based materials.
Typically Offered: Summer.

STEM ED 682. Engineering the Future. 3 Credits.
A course focused on the use of concepts in physics, mathematics, and the engineering design process while exploring the social, historical and environmental contexts of current and emerging technologies. Suitable for secondary level teachers; and will provide opportunities to plan and create standards-based materials.
Typically Offered: Spring.
STEM ED 699. Special Topics. 1-4 Credits.
An advanced study covering topics not regularly taught in the Master of education program. The course provides learners with the flexibility to investigate topics of interest.
*Typically Offered:* On sufficient demand.
*Repeatable:* Up to 12 Credits.

**Technology (TECH)**

**Courses**

TECH 651. Curriculum Development in Career and Technical Education. 3 Credits.
An exploration and application of curriculum theory and models for Career and Technical Education. Through this course the professional educator will integrate their content specialty and educational content standards with pedagogical knowledge, culture, curriculum, and instruction
*Typically Offered:* Spring, even years.

TECH 652. Instructional Strategies in Training and Occupational Education. 3 Credits.
Explores the relationship of the individual instructor, learners, technology, and the lab/classroom in the development of successful instructional strategies. The course provides students with the knowledge of relevant learning theories as a basis for developing instructional strategies to maximize Career and Technical Education outcomes.
*Typically Offered:* Spring, odd years.

TECH 653. Trends and Issues in Occupational Education. 3 Credits.
Explores trends in philosophy, STEM education, work-force needs, curriculum, and teaching procedures in Career and Technical Education. Students will research and analyze current issues, including STEM education, relating to Career and Technical education.
*Typically Offered:* Fall.

TECH 654. Administration and Management in Career and Technical Education. 3 Credits.
This course addresses administration and management considerations of organization policy, human and financial resources, facilities, and the planning process as applied to Career and Technical Education.
*Typically Offered:* Summer.

TECH 675. Research and Assessment in Technology Education. 3 Credits.
A study of the action research process. Provides the opportunity to conduct practical action research in the standards based technology education classroom/laboratory. Evidence of success will be published or publishable article for professional journals. The course will also build on issues discussed in TECH 650 with emphasis on assessment of student learning.
*Typically Offered:* Spring.
*Prerequisite:* EDUC 610.

TECH 688. Safety and Management in the Technology Laboratory. 3 Credits.
An examination of safety issues in light of a standards based environment with a team approach to prototype development and research in Technology Education. The course covers an essential discussion of hazards in addition to machine toll operation, due to the wide ranging activities encountered by students, as well as laboratory systems and management issues.
*Typically Offered:* Summer.

TECH 689. Research Application. 1 Credit.
Preparation for completing individual action research topic on the graduate level. The course directs the student in completion of M.Ed. research requirement. Cross-referenced with EDUC 689, ENGL 689, and LMIS 689.
*Typically Offered:* Fall, Spring, Summer.
*Same As:* EDUC/ENGL/LMIS/TECH 689.

TECH 698. Capstone. 2 Credits.
A summative graduate experience that reflects on learning and makes connections to changes in teaching and methodology. The students will demonstrate the core knowledge and in this standards-based digital portfolio. Previously developed publishable action research effort is showcased. Cross-referenced with EDUC 698, ENGL 698, and LMIS 698.
*Typically Offered:* Fall, Spring, Summer.
*Same As:* EDUC/ENGL/LMIS/TECH 698.

TECH 699. Special Topics. 1-3 Credits.
An advanced study covering topics not regularly taught in the Master of education program. The course provides learners with the flexibility to investigate topics of interest.
*Typically Offered:* On sufficient demand.
Faculty and Administration

Faculty

A

Aus, Joan (2000) Associate Professor of Education; B.S. Black Hills State University, M.Ed. South Dakota State University, Ed.D. University of North Dakota

B

Boe, James (2000) Director for Graduate Studies and Research; Professor of Graduate; B.S. Valley City State University, M.Ed. University of North Dakota, Ph.D. North Dakota State University

Brister, J. Gregory (2011) Associate Professor of Language and Literature; B.A. Hamline University, M.A. St. Cloud State University, Ph.D. University of Kansas

C

Chao, Shou-Ching (2010) Associate Professor of Language and Literature; Baccalaureate University of Henan, China, M.A. University of Henan, China, M.A. Ph.D. University of Minnesota

D

Dahlberg, Margaret (1996) Vice President for Academic Affairs - Acting Interim President; Professor of Language and Literature; B.A. University of Wisconsin-Platteville M.A., Ph.D. University of North Dakota

G

Gjovik, K. Peder (2006) Associate Professor of Technology; A.A. Lake Region State College, B.S. Valley City State University, M.S. University of North Dakota, Ph.D. North Dakota State University

H

Holten, Ronald (2015) Associate Professor of Technology; B.S. Westmar College, M.S. Iowa State University, Ph.D. Iowa State University

J

Jenness, Jennifer A. Grothe (2007) Director for Library Services; Associate Professor of Communication Arts; B.A. Concordia College, M.A. Minnesota State University-Mankato, M.S.L. University of North Texas

K

Klingenberg, Erin D. (1990) Director for Counseling Services; Assistant Professor of Social Science; B.A. Jamestown College, M.Ed. University of North Dakota, M.Ed., Ph.D. North Dakota State University; Licensed Professional Clinical Counselor, National Certified Counselor

Kvilvang, Heather (2002) Assistant Professor of Education; B.S. in Ed. Valley City State University, M.S. Minnesota State University Moorhead, Ph.D. North Dakota State University

O

Okland, Sheri (2010) Dean for School of Education and Graduate Studies; Associate Professor of Education; B.S., M.Ed. Moorhead State University, Ph.D. North Dakota State University; Special Endorsement University of South Dakota

Olson, Alan (1990) Professor of Education; B.S. Valley City State University, M.S. Northern State University, Ph.D. University of North Dakota

Owen, Jackie (2009) Assistant Professor of Education; B.S. Brigham Young University, M.Ed. Utah State University, M.S. North Dakota State University

R

Russell, Julee (1995) Acting Vice President for Academic Affairs; Professor of Language and Literature; B.S. Bemidji State University, M.A., Ph.D. University of North Dakota

T

Thompson, Gary (1987) Professor of Education; B.S. in Ed. Moorhead State University, M.Ed., Ed.D. University of North Dakota

V

van Gijssel, Hilde (2002) Professor of Science; M.Ed. Valley City State University, M.S., Ph.D. Leiden University (the Netherlands)

VanHorn, Shannon (1999) Professor of Graduate; B.S., M.S., Ph.D. North Dakota State University

Z

Zahn, Cindy (2005) Assistant Professor of Education; B.S. in Ed. Moorhead State University, M.Ed. University of Wisconsin-River Falls, Ph.D. North Dakota State University

Zniel, Jonna (2008) Associate Professor of Communication Arts; B.A., M.A. North Dakota State University, Ph.D. Southern Illinois University Carbondale

Administration

B

Boe, James (2000) Director for Graduate Studies and Research; Professor of Graduate; B.S. Valley City State University, M.Ed. University of North Dakota, Ph.D. North Dakota State University

Buchholz, Erica (2010) Controller; B.S. Valley City State University

Burger, Cory (2017) Director of Student Academic Services; B.A. University of California, Davis, M.A. Indiana State University, Ph.D. Indiana State University

D

Dahlberg, Margaret (1996) Vice President for Academic Affairs - Acting Interim President; Professor of Language and Literature; B.A. University of Wisconsin-Platteville M.A., Ph.D. University of North Dakota

DeVries, Jill (2014) Director for Athletics; B.S. North Dakota State University, M.Ed. North Dakota State University

E

Egeberg, Patricia (1992) Director for Health Services/Worksite Wellness Coordinator; B.S.N. South Dakota State University
Gregoryk, Kerry (2017) Director for Instructional Research and Assessment (Interim); B.S. University of Minnesota-Moorhead, M.S.I.T. University of Mary, Ph.D. North Dakota State University

J

Jenness, Jennifer A. Grothe (2007) Director for Library Services; Associate Professor of Communication Arts; B.A. Concordia College, M.A. Minnesota State University-Mankato, M.S.L. University of North Texas

K

Klier, Jody (2005) Registrar; B.S. Valley City State University

Klingenberg, Erin D. (1990) Director for Counseling Services; Assistant Professor of Social Science; B.A. Jamestown College, M.Ed. University of North Dakota, M.Ed., Ph.D. North Dakota State University; Licensed Professional Clinical Counselor, National Certified Counselor

Knodle, Kim (2010) Director for Field Experiences; Instructor of Education; B.S. Mayville State University, M.Ed. North Dakota State University

Kotta, Christopher (CJ) (1996) Director for Network Services and Campus IT Security Officer; B.S. Valley City State University

Kringlie, Erik (1990) Director for Data Centers and Virtualization; B.U.S. Valley City State University

L

Larson, Jennifer (2013) Director for Human Resources; B.S. Valley City State University

M

Mills, Bradley (1999) Director for Enterprise Applications; B.A. University of Jamestown

N

Nix, Mike (1996) Director for Technology Service Desk; B.S. Valley City State University

O

Okland, Sheri (2010) Dean for School of Education and Graduate Studies; Associate Professor of Education; B.S., M.Ed. Moorhead State University, Ph.D. North Dakota State University; Special Endorsement University of South Dakota

P

Potts, Mark (2013) Director for Sports Information; B.S. North Dakota State University

Praska, Tara (2008) Faculty Material Center Director; B.S. Valley City State University

Pritchert, Marcia (1985) Director for Financial Aid; B.S. Valley City State University, M.B.A. North Dakota State University

R

Robinson, Larry (1975) Executive Director for University Advancement; B.S., M.S. North Dakota State University

Roelfema, Stephanie (2007) Director for Residence Life; B.S., M.Ed. Valley City State University

Rogelstad, Todd (2000) VCSU Bookstore Manager; B.S. University of North Dakota

S

Smithhisler, Peter (2015) Vice President for Student Affairs; B.A., M.S. Western Illinois University

Stenson, Charlene (1999) Director for Enrollment Services; B.S. Valley City State University, B.S. Moorhead State University

Stricklin, Kari (1999) Director for Student Center and Student Activities; B.S. Valley City State University

T

Tykwinski, Joseph (1986) Executive Chief Information Officer; Assistant Professor; B.S., M.S. Mankato State University

V

Vanney, Greg (2013) Director for Marketing and Communications; B.A. Luther College

W

Wintch, Wesley (2015) Vice President for Business Affairs; B.A., B.S. University of Utah, M.B.A. Brigham Young University

Wirth, Jamie (2008) Director for Great Plains STEM Education Center; Associate Professor of Mathematics; B.A. University of North Dakota, B.S. Mayville State University, M.A. Minot State University, Ph.D. North Dakota State University

NDUS Chancellor

Mark Hagerott

North Dakota State Board of Higher Education

The State Board of Higher Education is the policy-setting and advocacy body for the North Dakota University System and the governing body for North Dakota's 11 publicly supported colleges and universities. The SBHE also oversees the NDSU Extension Service and Agricultural Research Stations, Northern Crops Institute, State Forest Service and the Upper Great Plains Transportation Institute.

The SBHE is made up of seven citizen members appointed to four-year terms by the governor and one student appointed by the governor to serve a one-year term. The Council of College Faculties selects the board's non-voting faculty adviser, and the NDUS Staff Senate selects the board's non-voting staff adviser.

Board Members

Don Morton, chair
Greg Stemen, vice chair
Kevin Melicher
Mike Ness
Nick Hacker
Kathleen Neset
Casey Ryan
Jacob Dailey, student member
Andy Wakeford, staff adviser
Birgit Pruess, faculty adviser

For more information, visit [http://ndus.edu/board/sbhe-members](http://ndus.edu/board/sbhe-members).
Campus Map
## Academic Calendar

Specific Add/Drop dates for each semester can be found at [www.vcsu.edu/registrar](http://www.vcsu.edu/registrar).

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20</td>
<td>Registration/classes start at 4:00 p.m.</td>
</tr>
<tr>
<td>August 21</td>
<td>First full day of classes</td>
</tr>
<tr>
<td>September 3</td>
<td>Holiday—Labor Day</td>
</tr>
<tr>
<td>November 6-7</td>
<td>Early spring registration</td>
</tr>
<tr>
<td>November 8</td>
<td>Spring registration opens</td>
</tr>
<tr>
<td>November 12</td>
<td>Holiday—Veterans Day</td>
</tr>
<tr>
<td>November 22</td>
<td>Holiday—Thanksgiving</td>
</tr>
<tr>
<td>November 23</td>
<td>Holiday—Day after Thanksgiving</td>
</tr>
<tr>
<td>November 26</td>
<td>Classes resume</td>
</tr>
<tr>
<td>December 1</td>
<td>Last day to apply for spring graduation</td>
</tr>
<tr>
<td>December 10-14</td>
<td>Last week of classes/finals week</td>
</tr>
<tr>
<td>December 18</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

### Spring Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Registration/classes start at 4:00 p.m.</td>
</tr>
<tr>
<td>January 8</td>
<td>First full day of classes</td>
</tr>
<tr>
<td>January 21</td>
<td>Holiday—Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>February 18</td>
<td>Holiday—Presidents Day</td>
</tr>
<tr>
<td>March 8</td>
<td>Spring break begins at 5:00 p.m.</td>
</tr>
<tr>
<td>March 18</td>
<td>Summer registration opens</td>
</tr>
<tr>
<td>March 18</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 2-3</td>
<td>Early fall registration</td>
</tr>
<tr>
<td>April 4</td>
<td>Fall registration opens</td>
</tr>
<tr>
<td>April 19</td>
<td>Holiday</td>
</tr>
<tr>
<td>April 22</td>
<td>Holiday</td>
</tr>
<tr>
<td>May 1</td>
<td>Last day to apply for summer and fall graduation</td>
</tr>
<tr>
<td>May 11</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 14</td>
<td>Grades due</td>
</tr>
<tr>
<td>May 27</td>
<td>Holiday</td>
</tr>
</tbody>
</table>

### Summer Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Summer session begins</td>
</tr>
<tr>
<td>July 4</td>
<td>Holiday</td>
</tr>
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