



# Mayville State University

Online and IVN Courses  
Fall 2014 Course  
Schedule

# Liberal Arts/General Education (online)

(Essential Studies)

**ENGL 110 College Composition I** (3) A mature writing style exhibits variety in sentence structure and length, well-analyzed topics, effective transitions, resourceful use of modes of development and rhetorical moves appropriate for a given audience, and deployment of appropriate evidence derived from personal experience and/or credible authorities. English 110 equips freshman-level writers with the ability to write thematically coherent personal narratives couched in effective style, analytical responses to essays and/or imaginative works, and several documented papers. Class time is devoted to the process of drafting and revision in consultation with peers, instructor, and/or Writing Center. An introduction to literature is included. Pre-req. Students who score 15-17 on the ACT English subtest or equivalent exams may register for this course along with ASC 088-English Composition Lab. Students who have scored 18 or above on the ACT English subtest or equivalent exams, or have completed ACS 086-Preparatory English or equivalent course with at least a "C" or higher may register for this course.

**ENGL 341 Masterpieces of British Literature** (3) A selection of classic British poetry and prose drawn from canonical medieval to modern authors. The course may be presented in seminar or tutorial format. Pre-req. ENGL 120 or instructor's consent.

**ENGL 350 Young Adult Literature and Media** (3) Cross-listed with LMIS 350. A survey of young adult literature and media for middle school, secondary and public libraries. Covers classic and contemporary works, with special attention to multicultural literature of diverse populations and emerging communication techniques.

**GEOG 103 Multicultural World, Global Issues** (3) This is an introductory course focusing on how diversity, global and multicultural issues affect communities around the world. The course is focused on modes of critical thinking that stress both considerations of "space and place" and the interconnected roles of the "local" and "global" in shaping our world. Topics included are the global distribution of population, migration, popular culture, languages, religions, ethnicities, environment, food and agriculture, urbanization and economic systems.

**GEOG 300 World Regional Geography and Anthropology** (3) This course provides an introduction to key core geographic regions of the world from geographic and anthropological perspectives. Students will increase their geographic literacy and further learn to think and write critically about cultural and physical processes affecting how we live. The course is fully structured around the Geography of Life and North Dakota State Standards for the Social Studies sets for teaching standards. All elements of this course reflect these teaching standards including maps, images of place and their impact on human behavior, physical landscapes and regional differences in the human use of the earth. Pre-req. Completion of ENGL 110 and ENGL 120 or 125.

**HIST 101 Western Civilization I** (3) History 101 is designed to provide students with a basic knowledge of World History from the Ancient Near East through the Protestant Reformation. Areas covered are the Ancient Near East, Greece, Roman Republic and Empire, Middle Ages, Renaissance and Protestant Reformation. Pre-req. None. Essential Studies.

**HIST 103 U. S. to 1877** (3) A historical survey of United States History from its earliest European backgrounds to 1877. Pre-req. None. Essential Studies.

**HUM 220 History of Music in a Multicultural World** (3) History of Music in a Multicultural World is designed to arouse greater interest in music of Western and non-Western cultures and to provide a basis for further appreciation of music. The survey of music from ancient times through music of the 21st century includes the developments in the world of art, literature and history that took place during the same time frame. Essential Studies.

**HUM 221 History of Art in a Multicultural World** (3) History of Art in a Multicultural World is a humanities course intended to promote an understanding of both history and art through discussion and study of artistic structural elements, methodologies, artists, patrons, and historically significant art works. The survey of art from art from ancient times through the 21st century includes the developments in the world of music, literature, and history that took place during the same time frame.

**PSYC 111 Introduction to Psychology** (3) This is an introductory survey of the basic approaches and concepts used to explore the diversity of human experience, development, and behavior, including important research in the area and application of everyday life. Pre-req. None.

**SOC 110 Introduction to Sociology** (3) An introductory examination of social behavior and human groups through an analysis of the diversity in culture, human interactions, social structure, social differentiation, social change, and social process. Pre-req. None.

**SOC 355 Drugs and Society** (3) A study of drug use in modern society. Topics include social definitions, identification, causes, controls, and consequences of both legal and illegal drug use and problems. Pre-req. SOC 110.

**SPAN 101 First Year Spanish I** (4) Fundamentals of Spanish and development of the basic language skills of listening, speaking, reading, and writing, with an emphasis on oral proficiency. Culture and language structures are also important components of the course. Pre-req. None

**SPAN 102 First Year Spanish II** (4) Continuation of SPAN 101. Pre-req. SPAN 101

**SPAN 201 Second Year Spanish I** (4) Continued practice and review of the fundamentals of listening, speaking, reading, and writing. Classroom emphasis on oral skills, as well as increased outside readings of Spanish texts. Pre-req. SPAN 102 or instructor approval. On campus, on demand.

**SPAN 202 Second Year Spanish II** (4) Continuation of SPAN 201. Pre-req. SPAN 201

**UNIV 100 SEMINAR ON SUCCESS** (1) This course is required of all first time freshmen at Mayville State University and is designed to help students become integrated into the college and community environment. A variety of topics will be covered that can lead to greater self-awareness and increase the students' level of academic and personal success, enjoyment, and persistence.



# Business and CIS

(online)

## ACCT 201 Elements of Accounting II (3)

This course is a continuation of Elements of Accounting I and focuses on in-depth coverage of financial statements, particularly as they apply to manufacturing concerns. Managerial accounting topics comprise a significant component of this course. Pre-req. Completion of ACCT 200 with a "C" grade or higher and CIS 114, or equivalent knowledge of Excel.

**ACCT 305 Cost Accounting I (3)** The introduction of modern cost accounting with insight and breadth regarding both the accountant's and the manager's role in the organization. Included topics are cost accounting fundamentals and tools for planning and control. Pre-req. ACCT 201 and CIS 114, or equivalent knowledge of Excel.

**ACCT 305 is an online synchronous course. Students enrolled in this course are required to login Wednesdays from 5:00-6:15pm.**

## BADM 301 Principles of Marketing (3)

This course provides an introduction of marketing concepts, terminology, ethics, and an understanding of the role marketing plays in today's society. Students will develop an understanding of the marketing of the marketing mix elements (product/service, distribution, promotion, and pricing) and application of those elements toward the creation and presentation of a marketing plan. Special emphasis is placed on applying marketing theories and methods to solve problems in the contemporary marketing environment. This course provides a foundation for continuing study in Advanced Marketing Management and Consumer Behavior. Pre-req. ENGL 120 or ENGL 125, or consent of instructor.

## BADM 302 Principles of Management (3)

This introductory course studies the managerial functions that are essential for reaching organizational goals and objectives. Critical components of this course include demonstrating effective communication skills during a series of manager interviews and creating a personal philosophy of management by the student. Special emphasis is placed on applying management theories and/or practices to solve problems in the contemporary business environment. The ultimate purpose of this course is not only to understand the role of a manager but to also get students to "think like a manager." Pre-req. ENGL 120 or ENGL 125, or consent of instructor.

## BUSN 318 Advertising and Promotion Management (3)

This course provides a study of advertising and other promotional tools in the context of Integrated Marketing Communication (IMC). Grounded with a fundamental focus on advertising and other traditional promotion elements, students will gain exposure to a growing variety of additional communication channels and tools, including internet-based outlets (such as social media venues), upon which marketers increasingly depend to convey unified brand-building information. Pre-req. CIS 112, or equivalent knowledge of MS Word, and BADM 301.

**BUSN 340 Project Management (3)** This course introduces the concepts, processes and

knowledge areas of project management as a means of complementing and integrating with other management disciplines. Course objectives are that students will develop an understanding of concepts, processes and knowledge areas critical to successful project completion, along with the development of their own project plan. Students will also identify and recognize the factors that cause projects to exceed budget, time limitations, and generally fail to meet stakeholder expectations. Pre-req. BADM 302.

## BUSN 351 Human Resource Management (3)

This course provides students an opportunity to learn the importance of managing an organization's human resources. Students will examine how human behavior, legal framework, individual differences, and employee performance influence the organizational goals and objectives. A critical component of this course includes strategically planning and applying human resource functions to a business experiencing change. Pre-req. BADM 302.

## BUSN 425 Research and Reading in the Business Content Area (3)

This course is designed to provide the student with an opportunity to research and read in the business content area at a critical level of analyzing, evaluation, and creating. The student will choose the business discipline to research and read for the entire semester. The student must have already developed an introductory understanding and applying of the chosen discipline through formal course work. The student will also be expected to think and write at high level of professionalism. Pre-req. Introductory course (s) of the discipline and CIS 112, CIS 114, CIS 116, and CIS 118.

## BUSN 430 Professional Leadership (3)

This course is designed to provide the student with understanding and experiences in multiple frameworks of leadership - interest, awareness, exploration, demonstration. The instruction will focus on understanding what leadership is all about and the theory that surrounds position, personal, transactional, transformational, and situational leadership. In addition, other aspects of leadership and leadership theory will be studied. The student will also identify leaders within a local community and use spontaneous leadership opportunities to apply the knowledge gained while enhancing his/her leadership potential. Pre-req. Junior standing.

## BUSN 455 Business Policies (3)

This is a capstone course that utilizes a simulation to provide experience in decision making based on a synthesis of prior coursework and life experience in a variety of business areas. Strong emphasis is placed on critical thinking, written and oral communication, and team-based problem solving skills. Pre-req. BUSN 323. Recommended pre-req. Senior standing. This course fulfills LEAP requirements and must be completed through Mayville State University.

## BUSN 482S BUSINESS COMPREHENSIVE (1)

A capstone project for students completing the B.A.S. degree with a major in Business Administration. The project is to be initiated during the first

semester of the senior year. The student will work with a faculty member to develop the project, which will culminate in a senior paper and multimedia presentation open to all interested persons. S/U grading. This course fulfills LEAP requirements and must be completed through Mayville State University.

## CIS 112 Introduction to Word Processing (1)

A hands-on course in the use of basic word processing software. Student will demonstrate a required level of proficiency in the following skill sets: managing files; creating and editing text, paragraphs, and documents; and creating tables, pictures, and charts. Pre-req. Experience with input devices, Windows environment, and file management.

## CIS 118 Introduction to Presentation Graphics (1)

A hands-on course in the use of basic presentation graphics software. Student will demonstrate a required level of proficiency in the following skill sets: creating a presentation, modifying a presentation, working with text, working with visual elements, customizing a presentation, creating output, delivering a presentation, and managing files. Pre-req. Experience with input devices, Windows environment, and file management.



# Early Childhood (online)

**EC 298 AA Internship** (3) The purpose of this experience is to relate what is learned in the early childhood classes to actual teaching practices. Students in the Associate of Arts Early Childhood program will work with the Mayville State internship coordinator to plan an appropriate experience in a child care setting with children ages 0-5. They will teach both formal and informal (play) activities under supervision. Students must have 150 hours minimum direct contact with children. This experience occurs at the conclusion of the AA program. Pre-req. EC 313, EC 333 and consent of instructor.

## **EC 313 Language and Literacy in ECE**

(3) A continuation of EC 333, this course explores Language Arts in Pre-K classrooms. The focus will be on literacy, which includes reading, writing, listening and speaking. Students will develop materials and activities that are developmentally appropriate and based on knowledge of individual children. Second-language development is discussed in regard to preserving a child's home language in order to set a firm foundation for the learning of a second language and the overall enhancement of a child's language and literacy skills. Pre-req. EC 333.

## **EC 320 Infants and Toddlers**

(3) Cross-listed with EDUC 320. This course is designed for students in the Early Childhood Program. Topics include the care of infants and toddlers in group settings, current issues and trends in the profession, and working with parents. The beliefs and values of other cultures as they relate to infant/toddler care are also explored. Students will learn about play, the stages of cognitive, social, affective and physical development of very young children and will observe infants and toddlers, ages 0-30 months in group settings. Students will learn to identify family, cultural and community influences on child development. Pre-req. None.

## **EC 338 Home, School, and Community Relations**

(3) Cross-listed with EDUC 338. Students will learn how to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents but also with other professionals and agencies that support children's development. Students will learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Students will learn to affirm and respect the diversity of individual families. Pre-req. EC 210 or EDUC 250.

## **EC 341 Learning Environments for Infants and Toddlers**

(3) Students in this course will use their knowledge of how children develop to provide opportunities that will support the physical, social, emotional, language, cognitive and aesthetic development of infants and toddlers. Students will create, evaluate and select developmentally appropriate materials, equipment, environments and activities for very young children. Pre-req. EC 210, EC 211.

## **EC 344 Augmented and Alternative Communication**

(3) Cross-listed with EDUC 344. This course is designed to increase knowledge of the use of Augmented Communication Systems and alternative communication to enable children who are severely communicatively impaired (e.g., neurological; pervasive developmental disorders; sensory impairments) with a way to communicate. The emphasis will be on various types of ACS. Alternative systems (Bliss Symbol Board; Cued Speech), appropriate intervention strategies, procedures and guidelines for implementation.

## **EC 375 Supervised Tutorial Experience**

(3) This course will give the student a supervised tutorial or apprenticeship-type experience in an approved early childhood (community or university) setting. Students will have the opportunity to develop and expand skills in their chosen specialty areas. Consideration for placement will include the specialty area, availability of sites and supervisors, and individual student interest and experience. This course is to be taken at the conclusion of the specialization courses. The pre-reqs for each specialization are as follows: Administration-EC 322; for After School-EC 333; for Infant/Toddler-EC 320; for Special Needs-EC 337.

## **EC 398 Child Development Internship**

(6) The purpose of this course is to relate what is learned in the early childhood classes to actual teaching practices. This six credit course is intended for students who have not had an internship in an Associate of Arts program. Students will teach both formal and informal (play) activities under supervision with children ages 0-5. The setting for this internship will be different from the setting for EC 357, so that students get a variety of experiences. They will need 300 hours minimum direct contact with children. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This experience occurs at the conclusion of the major and specialization course work. Pre-req. or co-req. EC 412, 418.

## **EC 418 Technology, Math, and Science in ECE**

(3) The purpose of this course is to give students the opportunity to develop creative ways to involve children with math, science and technology. Practical advice for infusing math, science and technology as an integrated curriculum will be addressed and discussed. In addition, how to make the most of available technologies to spark children's learning and imagination while integrating the natural pairing of math, science, and technology will be explored. Pre-req. EC 333.

## **EC 495 Service Learning in Early Childhood Education**

(2) The purpose of this course is to give the students an early childhood educational experience in which they will participate in an out-of-class community service project. This course fulfills LEAP requirements and must be completed through Mayville State. This project will challenge them to demonstrate social and personal responsibility as they confront contemporary issues and become actively involved with diverse communities. Consideration for placement will include: specialty area, availability of sites, and student interest and experience.



# Education/LMIS

(online)

## **EDUC 272 Educational Technology** (1)

A course for Teacher Education Students designed to provide practical hands-on experience with educational multimedia. Students will be provided with an understanding of the fundamental concepts and skills for applying information technology to an educational setting. Students will begin their electronic portfolio in this class. Students must purchase the Live Text Program from the Bookstore.

## **EDUC 351 Remedial Reading Practicum** (2)

This course requires students to apply diagnostic and remedial reading teaching strategies in a field-based experience. Weekly student-faculty interactions prepare the students for field experience and then provide support for interventional practices while students are teaching in their practicum experience. Students will complete a case study analysis of their teaching experience. This course is required for the North Dakota Reading Credential. Pre-req. EDUC 350.

## **EDUC 382 Intellectual Disabilities** (3)

This course is designed to focus on the characteristics of and researched strategies for teaching children, youth and young adults with intellectual disabilities (also known as developmental or cognitive disabilities). Areas of study include terminology and etiological factors, legal parameters, assessment techniques, influence of cultural variables, current issues, and effective methods and materials of instruction. Pre-req. EDUC 389. Co-req: EDUC 383.

## **EDUC 383 Intellectual Disabilities Practicum** (1)

This clinical course is designed for students who are earning a degree in special education and compliment coursework on individuals with intellectual disabilities. The course is a 30-hour field experience in a regional school or outside agency that serves individuals with intellectual disabilities. Students will apply concepts and methods in a special education setting from the accompanying methods course. The student performs other duties as delegated. Pre-req. EDUC 389. Co-req. EDUC 382.

## **EDUC 395 Transition** (2)

In this course students will research practices and problem areas in special education specifically related to transition services for students with disabilities occurring from adolescence through early adulthood. This course is designed to prepare candidates in secondary special education to address issues associated with transitioning students from their school to postsecondary choices. This includes transition services, assessments, goal-setting, national and state laws governing the transition process, transition assessments, instructional strategies for transition, school and community-based resources, transition to employment or vocational training, post-secondary education, sexuality, living in the community and life-long disability. Pre-req. EDUC 389.

## **EDUC 436 Kindergarten Methods** (2)

This course will emphasize developmentally appropriate activities for kindergarten children. This emphasis includes the valuable role of play in a child's development. Students will design and assess teacher-made

materials and will demonstrate effective teaching techniques in various curriculum areas, including science, mathematics, arts, music and movement, literacy, and social studies. Students will develop and implement both teacher-directed lesson plans and child-directed activities for kindergarteners. Students will learn how to plan for diversity in their classrooms, including culture, abilities, and family backgrounds. Pre-req. EC 210, EC 211.

## **LMIS 350 Young Adult Literature and Media** (3)

Cross-listed with ENGL 350. A survey of young adult literature and media for middle school, secondary and public libraries. Covers classic and contemporary works, with special attention to multicultural literature of diverse populations and emerging communication techniques.

## **LMIS 365 The Organization of Information** (3)

Introducing the principles of organizing library materials, this course provides practice in the use of descriptive cataloging, subject classification, MARC format, and library automation.

## **LMIS 430 Administration of the School Library Media Center** (3)

A study of the objectives and functions of a school library media center and the principles of management. Practice in establishing policies and procedures and in promoting information literacy. Students are encouraged to take LMIS 250, LMIS 360, and LMIS 365 prior to taking this course.



# Graduate Level Courses

(online)

## **EDUC 599 Special Topics: STEM Teaching Strategies** (1-4)

This course is designed to provide P-12 teachers with a fundamental knowledge of Science, Technology, Engineering & Mathematics (STEM) principles. The engineering design process and how teachers may utilize it in their classrooms will be presented. Teaching techniques included will focus on technology integration, trans-disciplinary instruction, and real-world problem solving.



# HPER (Health, Physical Education, and Recreation), Math, & Science

(online)

## HPER 100 Concepts of Fitness and Wellness

(2) A course designed to introduce the concepts of overall wellness to students of all ages. The course will be focused mainly on the different aspects of physical fitness and the interrelationship with the other facets of wellness. Students will have the opportunity to self-evaluate their fitness, design a program of fitness with specific guidelines, and try different methods of developing and improving their health. One-and-one-half-hours of lecture and one hour of laboratory per week. Pre-req. None.

## HPER 217 Personal and Community Health

(2) Study of personal health over the life span to include emotional and mental health, the effects of substance abuse on emotional, physical, and social health, the physical and emotional aspects of human sexuality, and, study of community and environmental health. Pre-req. None.

**HPER 222 Nutrition** (3) Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the lifecycle. Pre-req. None.

## HPER 315 Movement Education in Early Childhood

(2) This course is designed for the early childhood educator (birth-8 years) and HPER majors and minors. Students will explore the importance of developmentally appropriate movement education for young children. Developing and implementing a movement education curriculum is at the core of this course. Areas to be covered include child development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting. Pre-req. EC 210 and EC 211 or EDUC 210 and EDUC 211 for education majors. No Pre-req. for HPER majors/minors.

## HPER 360 Sport and Exercise Psychology

(2) Examination of psychological constructs influencing the competitive sport process, motor performance, and exercise behavior, as well as the influence of sport and exercise on psychological and motor factors.

## HPER 443 Adapted Physical Education Practicum K-6

(1) Field experience will consist of working with individuals with disabilities in Pre-K-6. Students will complete 40 hours of practicum experience. Pre-req. None.

## HPER 444 Adapted Physical Education Practicum 7-12

(1) Field experience will consist of working with individuals with disabilities in grades 7-12. Students will complete 40 hours of practicum experience. Pre-req. None.

**MATH 103 College Algebra** (3) Relations and functions, equations, and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions; systems of equations, matrices and determinants, sequences and summation. Pre-req. Minimum 21 ACT Math Score, Math 102 or equivalent with a grade of "C" or higher.

**MATH 105 Trigonometry** (2) Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Pre-req. MATH 103 or consent of the instructor.

**MATH 265 Calculus III** (4) Multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals. Green's Theorem, Stoke's Theorem, Divergence Theorem. Pre-req. MATH 166.

## MATH 277 Mathematics for Elementary Teachers

(3) A mathematics content course for prospective elementary school teachers. Topics include problem solving, numeration systems, real numbers, number theory, geometry, probability, statistics, and algebra. Math manipulatives are used in the course. Pre-req. MATH 103 or equivalent.

## BIOL 150 General Biology I

(3) Selected principles of biology with emphasis on processes, to include cell structure and chemistry, cellular respiration, photosynthesis, homeostasis, genetics, and protein synthesis. Three hours of lecture per week. Pre-req. None. Co-req. BIOL 150L.

## BIOL 150L General Biology I Lab

(1) Laboratory exercises designed to explore proper lab technique, cell structure and chemistry, cellular respiration, photosynthesis, homeostasis, genetics, and protein synthesis. Two hours of lab per week. Pre-req. None. Co-req. BIOL 150.

## BIOL 220 Anatomy & Physiology I

(3) Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the first course of a two course sequence. Topics covered in this course will include organization from atomic structure to organ level structure, the integumentary system, skeletal, muscular, respiratory and cardiac systems. Pre-req. None. BIOL 111 or BIOL 150 or equivalent and CHEM 121 are highly recommended. Co-req. BIOL 220L.

## BIOL 220L Anatomy & Physiology I Lab

(1) Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 220. Topics include activities related to cellular structure, micro- and macroscopic observations and interpretations of cellular, tissue, integument, skeletal, muscular, cardiac system structures and tissues, and dissection of animal specimens. Activities related to the study of physiology are also included. Co-req. BIOL 220.

## BIOL 221 Anatomy & Physiology II

(3) Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the second course of a two course sequence. Topics which will be covered include the nervous, endocrine, digestive/metabolism, urinary, and reproductive systems. Elements of development and growth, and of human genetics will also be considered. Pre-req. None. BIOL 111 or BIOL 150 or equivalent, BIOL 220/220L, and CHEM 121 are highly recommended.

## BIOL 221L Anatomy & Physiology II Lab

(1) Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 221. Topics include activities related to the nervous, endocrine, digestive, urinary, and reproductive systems. Genetics and developmental topics will be reviewed. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected and activities related to the study of human physiology are also included. Co-req. BIOL 221.

## PHYS 211 College Physics I

(3) Three hours of lecture. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. Students should have already completed MATH 103 and MATH 105 before enrolling in this course. Students should co-enroll in PHYS 211L.

## PHYS 251 University Physics I

(4) Four hours of lecture. A calculus based physics course designed to provide Science and Engineering majors with a deeper understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. This course is intended as an alternative to PHSY 211, not sequential to it. Upon transferring to another NDUS institution, the four course credits obtained in taking this course at MSU may be reduced to three credits. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 251L.

**Students enrolling collaboratively from UND or other NDUS institutions should contact the collaborative coordinator on their home campus to enroll. This is class number: 5488.**

## PHYS 251 University Physics I Lab

(1) This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. Students should have already completed CIS 114 before enrolling in this course. Students should co-





## IVN Remote (Interactive Video Network)

**ACCT 315 Business in the Legal Environment** (3) IVN— MWF 8:00-8:50am The field of business law is introduced with emphasis on legal principles involved in contracts, agency, sales, warranties, and product liability. An overview of the American court system is also included. Pre-req. None.

**ACCT 400 Individual Income Taxation** (3) IVN—MWF 12:00-12:50pm A study of federal income tax laws applicable to individuals and small business. Pre-req. Junior standing.

**BUSN 310 Fundamentals of Real Estate and Insurance** (3) IVN—TTH 12:00-1:15pm General introduction to real estate and insurance as a business and a profession including real property concepts, and liability, homeowner's, and personal automobile insurance concepts. Designed to prepare students for the real estate license exam, the insurance license exam, and for continuing professional education.

**BUSN 451 Lending** (3) IVN— TTH 5:00-6:15pm This course will focus on the loan underwriting process from the inception of the loan to ongoing documentation requirements during the term of the loan. Students will learn the steps involved in analyzing a loan based on the credit history of the borrower, cash flow of the business, collateral offered, capacity of the borrower and loan conditions as well as the ongoing support information required during the term of the loan. Students will also study the strategies and skills necessary to solicit new loan and deposit business. Pre-req. BUSN 323.

**CHEM 360 Elements of Biochemistry** (3) IVN— MWF 9:00-9:50am Fundamental concepts of biochemistry of the molecules of life with emphasis on structure-function relationships as they relate to proteins, nucleic acids, and carbohydrates. Topics include the properties of proteins and enzymes, nucleic acids, carbohydrates and lipids, metabolism and energy production, DNA replication and protein synthesis. Three hours of lecture per week. Pre-req. CHEM 341 and admission to major or consent of instructor. Co-req. CHEM 360L.

**EDUC 250 Intro to Education** (2) IVN— T 6:00-7:50pm The purpose of this course is to provide the student with a basic overview of the development of education in America. The course will focus on the political, social, historical, and philosophical foundations of education. The course will focus on teaching as a career. Diversity in education will also be explored. Pre-req. Completion of ENGL 110, ENGL 120 with a grade of "C" or higher. Co-req. EDUC 298.

**EDUC 298 Pre-Prof Field Experience/ Skills Development** (1) IVN— T 8:00-8:50pm Students taking this course will meet the requirements of having a field experience prior to pre-service teaching. Students will be required to visit a special needs classroom. Prospective education professionals will follow a structured process to gain first hand information on the demands a full-time teacher meets on a daily basis. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Students will also prepare for Praxis I in this course. Pre-req. Completion of ENGL 110, ENGL 120 with a grade of "C" or higher. Co-req. EDUC 250.

**EDUC 301 Strategies in the Elementary School** (3) IVN— T 5:00– 7:50pm This course is required of all elementary majors. This course includes planning for instruction, learning styles, cooperative learning and classroom management. Development of a reflective teaching lesson is also included. Elemen-

tary earth science is the focus of this course and involves an extended science teaching experience in the Mayville nature area (during F semester only) as well as developing an earth science teaching unit that is taught to fourth grade students. Lesson planning will be done using the Live Text format. Pre-req. Admission to Teacher Education. Co-req. EDUC 318, EDUC 324, MATH 307, MUSC 323, SCNC 321.

**EDUC 318 Reading in the Elementary School** (3) IVN— TTH 5:00– 7:50pm An introductory course in the teaching of developmental reading at the elementary level. The course includes directed study and reflective research in reading instruction theory and a field-based experience. A balanced approach to literacy is used and includes a variety of instructional strategies with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. These five areas of reading instruction provide the foundation for teaching reading with students will apply in actual settings. Students will use Live Text format for creating lesson plans and complete online research for assignments. Pre-req. Admission to Teacher Education. Co-req. EDUC 301, EDUC 324, MATH 307, MUSC 323, SCNC 321.

**SCNC 320 Science for Elementary Teachers I** (3) IVN— M 5:00 –7:30pm This course is designed as an activity based course intended to introduce strategies and methods for elementary science instruction in grades K-8. The content basis for this course is physical science. Some content in addition to methodology will be an added component of the course. Pre-req. SCNC 102 and SCNC 102L.

# Academic Calendar

August 25 Orientation/Registration  
August 25 Classes begin at 4:00 p.m. \*  
August 26 First full day of classes  
September 1 Labor Day - no classes  
September 3 Last day to register or add a class  
September 3 Last day to drop a class without a record  
September 10 Final bill payment  
September 12 Application for graduation due for spring and summer (\$25 late fee beginning Sept. 12)  
September 22 Enrollment census date  
November 11 Veterans Day - no classes  
November 14 Last day to withdraw from term or drop with record  
November 27-28 Thanksgiving - no classes  
December 1 Classes resume  
December 15-19 Last week of classes/Finals Week  
December 23 Grades due at 12:00 noon  
January 12 Orientation/Registration  
January 12 Classes begin at 4:00 p.m. \*  
January 13 First full day of classes  
January 19 Martin Luther King, Jr. Day - no classes  
January 22 Last day to register or add a class  
January 22 Last day to drop a class without a record  
January 28 Final bill payment deadline  
February 6 Application for graduation due for summer and fall (\$25 late fee beginning Feb. 6)  
February 9 Enrollment census date  
February 16 Presidents Day - no classes  
March 16-20 Spring Break  
March 23 Classes resume  
April 3-6 Easter Break - no classes  
April 7 Classes resume  
April 10 Last day to withdraw from term or drop with record  
May 11-15 Last week of classes/Finals Week  
May 16 Commencement  
May 19 Grades due at noon  
May 25 Holiday - Memorial Day  
May 25 10-Week Session begins  
June 1 Traditional 6-Week Session begins  
June 1 First Four Week-Session begins  
June 29 Second Four-Week Session begins  
May 18 Fast Track Sessions begin

\*For drop dates that fall on a Saturday, an email to [Records@mayvillestate.edu](mailto:Records@mayvillestate.edu) with that date will be accepted.

Office hours are Monday through Friday from 8:00 am. to 4:30 p.m.

Click here to access [Campus Connection](#) for internet access to class registration, class schedules, grades, fee statements, and financial aid award statement.



# Student Information

## Tuition and Fees

Tuition for all online and distance courses is charged per credit. Subject to change without notice.

\* Books and instructional materials are NOT included in the prices above.

**Online Courses and Courses at distance sites**  
\$275 per credit \*

\*Books, instructional materials, and laptop fee are NOT included in the price above. Books and instructional materials are available at [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).

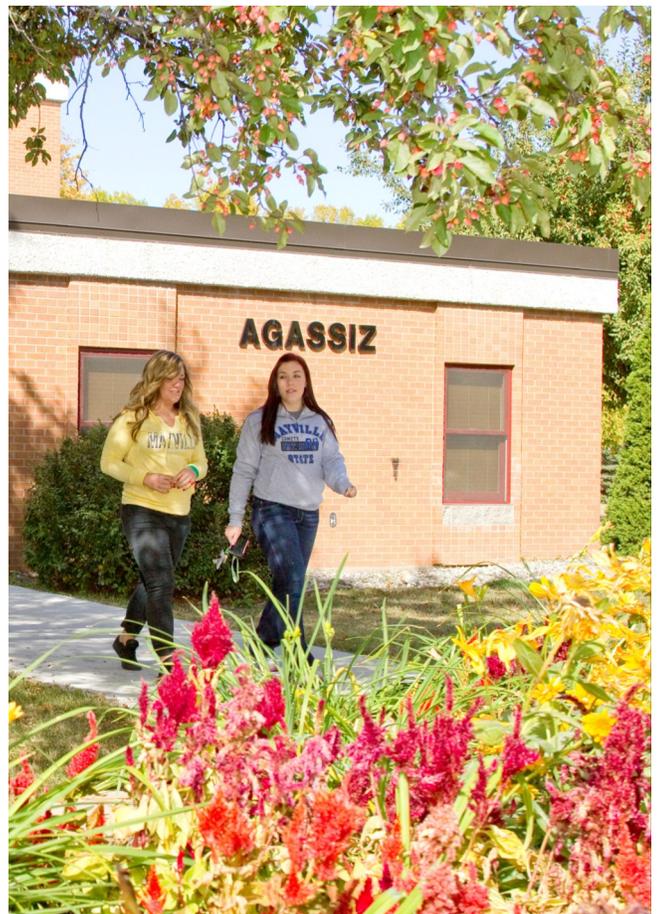
## Financial Aid

Degree-seeking students enrolled in six (6) or more credits may be eligible for Student Financial Aid. In order to receive consideration, each student must have on file a completed **2014-2015 Free Application for Federal Student Aid (FAFSA)**.

These forms are available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and [www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documents/forms/](http://www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documents/forms/).

Early application is recommended.

**In some instances a student enrolled in less than 6 credits may be eligible to receive Federal Pell Grant funding but is not eligible for any other federal funding.**



# Academic Information

## High School Sophomores and Juniors

High school students now classified as sophomores and juniors may enroll as special students or earn dual credit. To qualify, the student must have a 3.0 GPA and be recommended by his/her high school principal or superintendent.

Information regarding dual credit may be obtained from your high school principal.

## Kindergarten Endorsement

Kindergarten endorsement is available only to licensed North Dakota elementary teachers, by completing the following courses:

- EC 210 - Introduction to ECE (3)
- EC 211 - Observation, Assessment and Interpretation Techniques (3)
- EC 313 - Language/Literacy in ECE (3)
- EC 337 - Special Needs in ECE (3)
- EDUC 436 - Kindergarten Methods (2)

Current Mayville State students who wish to teach kindergarten must complete the Early Childhood Education minor, EDUC 436 - Kindergarten Methods, and enroll in five (5) S.H. of kindergarten student teaching.

Note: ESPB administrative rules are available on the ESPB Web Site: <http://www.nd.gov/espb/about/rules.html>.

## Middle School Endorsement

Courses are available for a Middle School endorsement. All courses will be offered online during Summer Session 2014.

- EDUC 426—Reading in the Content Area (3)
- EDUC 430—Foundations of the Middle School (3)
- EDUC 435—Middle School Methods and Materials (3)

## Reading Credential

Students may work for the North Dakota Reading Credential that is required for all remedial reading teachers. The following applicable courses are offered online during Summer Session:

The following applicable courses are offered online during Summer Session:

- EDUC 350 - Remedial Reading (3)
- ENGL 426 - Reading in the Content Area (3)

The following applicable course is available online during Fall and Spring Semesters:

- EDUC 351 - Remedial Reading Practicum (2)

# How to apply and register

Visit [www.mayvillestate.edu](http://www.mayvillestate.edu) and click on "Apply Now" to complete the online application for admission. A one-time \$35 application fee is required for new students.

**Pre-registration will begin on April 1, 2014. Registration for courses will continue until the beginning of each session.** Courses require a minimum number of pre-registered students. Any course may be cancelled due to low enrollment. Students will be informed of any cancellation affecting their enrollment before the beginning of the class.

## Extended Learning Course Registration

To register for any of the Extended Learning Courses offered (exception listed below), go to Campus Connection. If you have any questions regarding an Extended Learning course, or how to register for the course, please call 1-800-437-4104, ext. 34667.

To register for BIOL 220/220L or BIOL 221/221L (**Anatomy & Physiology**) go to [www.mayvillestate.edu](http://www.mayvillestate.edu) and under Academics click on "Extended Learning", then on "Schedule and Registration Information".

Course materials and required supplies for Extended Learning Courses can be ordered at [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com). If you have any questions, please call 1-800-437-4104, ext. 34823 to reach the MSU Bookstore.

## For more information call 1-800-437-4104

**Admissions and Extended Learning**  
Office of Extended Learning, ext. 34763  
[ExtendedLearning@mayvillestate.edu](mailto:ExtendedLearning@mayvillestate.edu)

**Financial Aid**  
Financial Aid, ext. 34893  
[Fin\\_Aid@mayvillestate.edu](mailto:Fin_Aid@mayvillestate.edu)

**Registration**  
Office of Academic Records, ext. 34774  
[records@mayvillestate.edu](mailto:records@mayvillestate.edu)

