



*A Little More Like Home*



*A Little More Personal*



*A Little More Competitive*





## MAYVILLE STATE UNIVERSITY

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## ACADEMIC CALENDAR 2010-2011

## Academic Calendar

August 2010						
S	M	T	W	T	F	S
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September 2010						
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October 2010						
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November 2010						
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December 2010						
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January 2011						
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23	24	25	26	27	28	29
30	31					

## FALL SEMESTER, 2010

August 23	Orientation/Registration
August 23	Classes begin at 4:00 p.m. *
August 24	First full day of classes
September 1	Last day to register or add a class
September 1	Last day to drop a class without a record
September 6	Labor Day - no classes
September 17	Application for graduation due for spring and summer (\$25 late fee beginning Sept. 20)
November 11	Veterans Day - no classes
November 12	Last day to withdraw from term or drop with record
November 25-26	Thanksgiving - no classes
November 29	Classes resume
December 13-17	Last week of classes/Finals Week
December 21	Grades due at 12:00 noon

## SPRING SEMESTER, 2011

January 10	Orientation/Registration
January 10	Classes begin at 4:00 p.m. *
January 11	First full day of classes
January 17	Martin Luther King, Jr. Day - no classes
January 20	Last day to register or add a class
January 20	Last day to drop a class without a record
February 4	Application for graduation due for summer and fall (\$25 late fee beginning Feb. 7)
February 21	Presidents Day - no classes
March 14-18	Spring Break
March 21	Classes resume
April 8	Last day to withdraw from term or drop with record
April 22-25	Easter Break - no classes
April 26	Classes Resume
May 9-13	Last week of classes/Finals Week
May 14	Commencement
May 17	Grades due at noon
May 30	Holiday - Memorial Day

## SUMMER SESSION, 2011

May 31	Traditional 6-Week Session begins
May 23	10-Week Session begins
May 31	First Four Week-Session begins
June 27	Second Four-Week Session begins
May 16	Fast Track Sessions begin

February 2011						
S	M	T	W	T	F	S
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March 2011						
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April 2011						
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May 2011						
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June 2011						
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July 2011						
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## ACADEMIC CALENDAR 2011-2012

## Academic Calendar

August 2011						
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September 2011						
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November 2011						
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December 2011						
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January 2012						
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29	30	31				

## FALL SEMESTER, 2011

August 22	Orientation/Registration
August 22	Classes begin at 4:00 p.m. *
August 23	First full day of classes
August 31	Last day to register or add a class
August 31	Last day to drop a class without a record
September 5	Labor Day - no classes
September 16	Application for graduation due for spring and summer (\$25 late fee beginning Sept. 19)
November 10	Last day to withdraw from term or drop with record
November 11	Veterans Day - no classes
November 24-25	Thanksgiving - no classes
November 28	Classes resume
December 12-16	Last week of classes/Finals Week
December 20	Grades due at 12:00 noon

## SPRING SEMESTER, 2012

January 9	Orientation/Registration
January 9	Classes begin at 4:00 p.m. *
January 10	First full day of classes
January 16	Martin Luther King, Jr. Day - no classes
January 19	Last day to register or add a class
January 19	Last day to drop a class without a record
February 3	Application for graduation due for summer and fall (\$25 late fee beginning Feb. 6)
February 20	Presidents Day - no classes
March 12-16	Spring Break
March 19	Classes resume
April 5	Last day to withdraw from term or drop with record
April 6-9	Easter Break - no classes
April 10	Classes Resume
May 7-11	Last week of classes/Finals Week
May 12	Commencement
May 15	Grades due at noon
May	Holiday - Memorial Day

## SUMMER SESSION, 2012

May 29	Traditional 6-Week Session begins
May 21	10-Week Session begins
May 29	First Four Week-Session begins
June 25	Second Four Week-Session begins
May 14	Fast Track Sessions begin

February 2012						
S	M	T	W	T	F	S
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March 2012						
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April 2012						
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May 2012						
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June 2012						
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July 2012						
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## General Information

### HISTORY

Mayville State University is one of North Dakota's original colleges, since its establishment was provided for in the state constitution of 1889. Teachers colleges (then called "normal schools") had grown rapidly since their introduction into the field of American higher education soon after the Civil War. Three times the Legislature of the Dakota Territory had moved toward the establishment of colleges for teacher education, but none of these efforts bore fruit for the people of the area which became North Dakota.

The constitutional convention of 1889 located the nine original state institutions, although the actual process of organization had to be left to the first Legislature. A land grant of 30,000 acres provided the basis for the establishment of Mayville State.

Classes began in 1890, and the following spring the second state Legislature provided funds for a building. The first classes were held in "Old Main" in 1893. From those beginnings, the college story is one of growth and progress. The year 1925 was a particularly significant year with the State Board of Higher Education giving the authority to grant a Bachelor of Arts in Education degree. The Normal School thus automatically became a "teachers college," establishing a junior college division providing general education and offering a four-year degree. From time to time additions have been made to the curriculum, and as enrollment has grown, new buildings have come to dot the campus.

In 1948, the B.A. degree in Education became a B.S. degree in Education with the first non-teaching Bachelor of Arts degree being offered in 1961. In the 1970s, the University established programs in business and computer information systems. In the early 1980s the degrees of Bachelor of Science and Bachelor of General Studies were approved. The present name, Mayville State University, was approved by the Legislature in 1987.

In recent years Associate of Arts degree programs have gained wide acceptance by students desiring less than the traditional four-year degree. In addition to the regular degree programs, one- and two-year pre-professional programs are available to students who wish to complete the first years of university programs.

Mayville State University has recently added majors in Clinical Laboratory Science and Early Childhood Education, Communication, and Studies in Education. Mayville State also has creative Bachelor of Applied Science degrees in Computer Information Systems and Business Administration. These programs allow seamless articulation for students who have earned an Applied Associate or Associate of Science degree. The Bachelor of Applied Science degree in Business Administration, Bachelor of Arts degree in Early Childhood, Bachelor of Education degrees in Elementary Education and Early Childhood Education, Bachelor of Science in Business Administration, Bachelor of Science in Mathematics, Bachelor of Education in Mathematics Education, and Bachelor of University Studies are offered at a distance.





## GENERAL INFORMATION

### MISSION

The mission of Mayville State University is to educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives. We do this in an environment that reflects our tradition of personal service, commitment to innovative technology-enriched education, and dynamic learning relationships with community, employers, and society.

As a member of the North Dakota University System, Mayville State University offers undergraduate degrees.

*Approved by the State Board of Higher Education February 20, 1998.*

### NATIONAL LEADERSHIP IN TECHNOLOGY

Mayville State became the nation's first TabletPC University in 2004. When you come to Mayville State University, you will receive your own TabletPC computer. Every classroom at Mayville State University has wireless network and/or Internet connectivity, as do the library, residence halls and other campus locations. You will have online access on campus 24/7, wherever and whenever you prefer to study.

By the time you graduate, you will have the skills and knowledge to work with computers on the job and in your personal life. Four-year students at Mayville State University has the opportunity to earn an innovative "information technology certificate" which consists of a series of information technology competencies that are built into each student's program of study.

### ADMINISTRATIVE ORGANIZATION

Mayville State University is governed by the North Dakota State Board of Higher Education, consisting of nine members appointed by the governor of the state.

The State Board sets major policies for the institutions under its control. The Board appoints the president of the University to carry out broadly delegated duties. The president is the chief administrative officer of the University. The president appoints all other administrative officers and is the communication link between the campus and the Legislature and Board.

On the local level, the University functions through a number of student-faculty-staff committees that review and recommend policy to the Faculty Association, which is the major academic policymaking body. Students, staff and faculty are encouraged to participate in the numerous committees that help run Mayville State.

### ENGLISH PROFICIENCY

North Dakota state law and North Dakota State Board of Higher Education policy require that students have the right to report communication concerns related to their professors. MSU students are advised to adhere to the following channels until the communication problem has been resolved: 1.) instructor, 2.) respective Division chair, 3.) Vice President for Academic Affairs, and 4.) the University President.



## GENERAL INFORMATION

### ACCREDITATION

Mayville State University is accredited by The Higher Learning Commission and is a member of the North Central Association; and is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

### UNDERGRADUATE CATALOG DISCLAIMER

Catalogs and bulletins are prepared for the purpose of providing prospective students and other interested persons with information about the institution. The right is reserved to change any of the rules and regulations of the University without notice, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees is similarly 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 official Mayville State University Academic Catalog is located on the MSU Web site at [www.mayvillestate.edu](http://www.mayvillestate.edu).

### EQUAL OPPORTUNITY POLICY

Mayville State University is committed to providing equal education and employment opportunities to all persons, in compliance with all applicable federal and state laws and including appropriate affirmative action efforts. Mayville State does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, physical or mental disability, status due

to receipt of public assistance, or any other group or class against which discrimination is prohibited. Inquiries concerning compliance may be directed to Mayville State University's Equal Opportunity Officer, Main Building, 330 Third Street NE, Mayville, ND 58257-1299.

### LOCATION

Mayville is located in Traill County, in east central North Dakota, in the heart of the Red River Valley. Highway 200 connects the University to the western counties, while I-29 puts MSU students within a 45 minutes drive of Grand Forks and Fargo, where major bus, rail, and air transportation are available. Winnipeg, Canada, and Minneapolis, Minn., both afternoon drives, offer social and cultural experiences to students on weekends.

### CAMPUS FACILITIES

The Mayville State campus is designed to foster a small, intimate atmosphere, while offering all the facilities needed to develop a comprehensive program including a wide variety of extracurricular activities.

The campus covers 55 acres with the majority of academic buildings joined by connecting corridors to make traveling between classes a pleasure in cold weather. Adjoining the campus is a large recreational area. A football stadium, practice fields, tennis courts, swimming pool, handball/racquetball courts, and one of North Dakota's finest outdoor baseball diamonds complete the comprehensive recreational facilities. In 2004, a Wellness Center was added to the recreational complex for use by MSU students as well as community members.





## PROGRAM OFFERINGS

# Program Offerings

## BACCALAUREATE DEGREES

The four-year degrees available from Mayville State University include the Bachelor of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, and Bachelor of University Studies. Each requires satisfactory completion of a minimum of 120 semester hours of college courses. Most degrees require a major and a minor field of study. Specific requirements for the various majors and minors are listed in the Departments and Curricula section of this catalog.

## TEACHING MAJORS \*

Early Childhood Education (B.S.Ed.) †  
 Elementary Education (B.S.Ed.) †  
 Secondary Education Majors:  
   Composite in Biology Education (B.S.Ed.)  
   Composite in Chemistry Education (B.S.Ed.)  
   Composite in Social Science Education (B.S.Ed.)  
   English Education (B.S.Ed.)  
   Geography Education (B.S.Ed.)  
   Health Education (B.S.Ed.)  
   History Education (B.S.Ed.)  
   Mathematics Education (B.S.Ed.) †  
   Physical Education (B.S.Ed.)

\* Certification for teacher education available for all teaching majors.

## NON-TEACHING MAJORS

Applied Psychology (B.A.)  
 Biology (B.S.)  
 Business Administration (B.S.) †  
 Business Administration (B.A.S.) †  
 Chemistry (B.S.)  
 Communication (B.A.)  
 Computer Information Systems (B.S.)  
 Computer Information Systems (B.A.S.)  
 Early Childhood (B.A.) †  
 English (B.A.)  
 Fitness and Wellness (B.S.)  
 Health (B.S.)  
 Mathematics (B.S.) †  
 Medical Laboratory Science (B.S.)  
 Social Science (B.A.)  
 Sports Management (B.S.)  
 Studies in Education (B.A.)  
 University Studies (B.U.S.) †

† Coursework in this major is also available at a distance.

## MINORS

Accounting  
 Biology/Biology Education  
 Business Administration †  
 Chemistry/Chemistry Education  
 Coaching  
 Communication  
 Computer Information Systems  
 Developmental Adapted Physical Education  
 Early Childhood Education †  
 English/English Education  
 Fitness and Wellness  
 General Science  
 Geography/Geography Education  
 Health/Health Education  
 History/History Education  
 Library Media and Information Science †  
 Mathematics/Mathematics Education  
 Music Education  
 Physical Education  
 Physical Science/Physical Science Education  
 Psychology/Psychology Education  
 Science for the Elementary Teacher  
 Social Science/Social Science Education  
 Sociology  
 Special Needs Generalist  
 Sports Management

## Two-Year Associate of Arts Degree

Mayville State University also offers a two-year degree. This degree requires a minimum of 64 semester hours. Majors available include:

Business Management (A.A.)  
 Early Childhood Associate (A.A.)

## Professional Program Information and Web site Addresses

Not all students complete their degrees at Mayville State University, but some find it convenient to complete the first few years of college here before transferring to other institutions for advanced specializations. Information and Web sites for these programs are printed in the "Degree Programs" section of this catalog.

Chiropractic	Mortuary Science
Criminal Justice	Nursing
Dentistry	Optometry
Engineering	Pharmacy
Law	Physical Therapy
Medical	Veterinary Science
Medical Laboratory Science	

# Admissions Procedures

## ADMISSIONS PROCEDURES

### 1. **Request an application for admission form** from the:

Office of Enrollment Services  
Mayville State University  
330 Third Street NE  
Mayville, ND 58257-1299

You may also contact Enrollment Services at 1-800-437-4104 or [askmsu@mayvillestate.edu](mailto:askmsu@mayvillestate.edu).

### 2. **Complete and return this form** to the Admissions Office at the address above together with payment of the \$35.00 matriculation fee. The matriculation fee is a one-time fee payment required by the State of North Dakota. Submit this fee separately from any other fees paid to the University. Any combination fee payment will result in separate receipts.

### 3. **Request that your official high school transcript or official GED Report be submitted directly from your high school or testing center to the Admissions Office.** The initial high school transcript should be complete through the end of the junior year and followed by a final transcript upon completion of all high school requirements. An admissions decision will be made with a sixth or seventh high school semester whenever possible with the understanding that a final academic transcript will be submitted upon graduation. A final high school transcript must show the date of graduation and be signed by an official at the high school. If the final transcript is not received by the third week of the student's attendance, subsequent registrations may not be allowed. All freshman applicants graduating from high school in 1993 and thereafter must verify that core curriculum requirements have been met in order to be admitted to the University. Please see "High School Graduate Requirements" in this section.

### 4. **Submit official test results from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).** Applicants should take either test at a national testing site during their junior or senior year. High school counselors or principals should be contacted for information pertaining to registration and score reporting of these tests. Applicants may apply for ACT or SAT exemption status by virtue of age, previous college experience, or due to extenuating circumstances.

### 5. **Complete and return the campus housing application supplied with the application for admission.** Residence hall requests are granted on a first-come/first-served basis.

### 6. **Complete and return the University immunization form to the Office of Admissions on or before**

**beginning classes.** The forms are enclosed with the application. For anyone born after 1956, proof of immunization against measles, mumps and rubella (German measles) must be supplied by official documents.

**NOTE:** Failure to list all colleges, universities, technical, proprietary or other schools attended (beyond high school), whether or not credit was earned, may result in dismissal, loss of credit or both.

## ELECTRONIC APPLICATION PROCEDURES

- 1 Login to the Mayville State University web page at [www.mayvillestate.edu](http://www.mayvillestate.edu). Click on **Apply Now**. You will be prompted to create an account to begin the application process. Follow the instructions and steps of the application process as prompted.
- 2 When you get to the end of the online application, you can select "Pay by credit card" or "Send check" for the required \$35 application fee. This fee must be submitted to complete your application file. Once your admission file is complete, an admission decision will be made and communicated to you by regular mail.

**The University does not prohibit or limit admission because of race, sex, color, creed, national origin, or physical handicaps.**



## ADMISSIONS PROCEDURES

### HIGH SCHOOL GRADUATE REQUIREMENTS

Graduates of approved North Dakota high schools are admitted to the University upon presentation of an official high school transcript and official ACT or SAT test scores. Graduates of non-approved high schools must present an official report of the General Education Development Test (GED). Graduates of high schools in other states will be admitted upon meeting these same requirements. Freshmen applicants with less than a “C” or 2.00 grade point average may be accepted on academic probation.

As of 1993 all incoming freshmen are required to meet specific subject or core curriculum requirements. The North Dakota University System College Preparatory Core Requirements include the following:

1. 4 units of English;
2. 3 units of mathematics, Algebra I and above;
3. 3 units of laboratory science, at least 1 unit each in 2 or more of the following: biology, chemistry, physics, or physical science; and,
4. 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family.

The following high school courses are also strongly recommended: Algebra II (advanced algebra), and 2 units of a single classical or modern language, including American Sign Language and Native American Languages. Applicants should consult their school counselor or the Office of Admissions regarding acceptability of high school credits.

### TRANSFER STUDENT

In addition to the application for admission, students transferring from another college or university must submit: 1.) a complete and official transcript of all college credit earned from each institution attended; 2.) a high school transcript if earned less than 24 college semester hours, and; 3.) ACT or SAT test scores if less than 24 semester hours of college course work has been completed. If the Office of Admissions has not received such documentation by the fourth week of the student's attendance, registration may be terminated.

Transfer students must meet the following academic standards for admission to the University:

- 1.70 GPA at the conclusion of the semester in which the total number of institutional and transfer hours attempted reaches 24 semester hours; and
- 2.00 GPA at the conclusion of any semester in which the number of institutional and transfer hours attempted reaches or exceeds 64 semester hours.

Transfer students must meet the above academic standards for admission to the University. Once admitted, however, transfer students will be allowed to enroll for at least two semesters, provided they have a 1.00 GPA or above for the first term. The applications of transfer students who are subject to an existing suspension order by another institution or who fail to meet the above standard for admission will be denied admission and given the right to appeal before the Admissions and Academic Standards Committee. The Committee may impose special conditions of admission for transfer students who fail to meet the academic standards.

Mayville State honors academic probation, existing suspensions, or disciplinary action recorded by a previous school.





## TRANSFER CREDIT POLICY

Mayville State University will accept undergraduate courses from another college or university which is accredited by one of the regional institutional accrediting associations or from a foreign university or college approved by an accrediting association that is a member of the Council for Higher Education Accreditation (CHEA) or U.S. Secretary of Education. MSU accepts Community College of the Air Force (CCAF) credits in transfer. CCAF is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The Director of Academic Records evaluates transfer credits according to Curriculum Committee approval and in consultation with appropriate faculty.

Credits earned through an institution which holds no accreditation and is not eligible for Federal Title IV funds will not be accepted in transfer. The Director of Academic Records and the Vice President for Academic affairs may research the validity and integrity of those institutions where questions exist.

The Director of Academic Records evaluates transfer credits. Course equivalencies and course substitutions are reviewed by the appropriate chairperson.

This policy is in accordance with that of Mayville State University's regional accrediting agency, the Commission of Higher Learning of the North Central Association, which permits each institution to determine the transferability of credit from non-regionally accredited colleges.

If a course does not appear on the transfer evaluation under general education or the major/minor, it will be applied as an elective toward the 120 semester hours required for graduation.

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

Minnesota transfer students with an Associate of Arts degree who have completed the Minnesota Transfer Curriculum would be exempt from additional lower-division

general education courses unless the degree program requires lower division general education courses. For further explanation of this agreement, see the section entitled "Minnesota Transfer Students."

Total hours earned from all transfer institutions are entered on the Mayville State University official transcript. Transfer courses and grades do not appear on the MSU official transcript and are not used in the calculations for the grade point average; therefore, only Mayville State coursework and grades are reflected on the Mayville State official transcript.

Transfer students who graduate from two-year institutions and have earned at least 60 semester hours of college-level credit will transfer into Mayville State with junior standing.

See Academic Information for institutional requirements and institutional graduation requirements.



## ADMISSIONS PROCEDURES

### INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

Priority admissions are given to those applicants who have submitted application materials by April 1 for enrollment in the fall term and by October 1 for enrollment in the spring term. No admission decisions will be made for applicants who do not provide all documents and information. International students are encouraged to complete application materials available on the Mayville State Web site at [www.mayvillestate.edu](http://www.mayvillestate.edu). The following items should be considered by interested international students:

1. An application for admission, a non-refundable application fee of \$35.00, a \$100 administrative processing fee, and a Student and Exchange Visitor Information System (SEVIS) I-901 SEVIS fee of \$200. International transfer students who are attending other colleges in the United States may have the \$100 administrative processing fee credited to their tuition and fee charges if there are no costs incurred for overseas documents.
2. Students from countries where English is not the official language will be required to produce evidence of their English proficiency as demonstrated by official results from the Test of English as a Foreign Language (TOEFL) (520 on paper test, 190 on computer test, or 68 on Internet test); or official the International English Language Testing System (IELTS) results (6.0 or better); or completion of an official English as a Second Language (ELS) course at levels 112 or above. Certification by an educational official in the home country may supplement admissions decisions, but will not be accepted as a substitute for TOEFL or IELTS scores. TOEFL scores must be received by April 1 if an admission decision is to be made in time for enrollment during the fall term, and by October 1 for a spring term admission. International students who do not meet the required TOEFL or IELTS scores may be admitted after an appeals process. The basis for making an alternate admission decision may be based on writing samples submitted by the applicant in response to structured questions from the Office of Admissions and Extended Learning. Additionally, the ability of the student to speak and comprehend English should be evaluated when possible. This may be done through a teleconference with MSU Admissions officials or submission of an audio or video recording with the prospective student's responses to pre-determined questions. Recommendations from Education USA advisors located in U.S. consulates are encouraged. Other relevant information collected on behalf of the student may also be considered, including but not
- limited to personal and professional recommendations.
3. If English is the official language of the applicant's home country, SAT/ACT scores are recommended. In the absence of ACT or SAT scores, competency in English will be determined by a review of the academic records submitted by the student. In addition, an interview with the International Student Academic Coordinator will be required once the student arrives on campus. National exams such as the West African Examinations Counsel (WAEC) reports should be forwarded either by mail or via the Official WAEC Web site to the Mayville State University Admissions and Extended Learning Office e-mail address.
4. International students who transfer from another American college are subject to the same admission standards that govern other transfer students. If they have 24 or more credits from another American college, with a minimum 2.00 CGPA, they are only required to submit transcripts of those college courses for evaluation and determination of admission status. If they have fewer than 24 credits, their admission status is that of an entering freshman and is based on their high school record. In those cases, they must submit high school transcripts, TOEFL or IELTS scores (if from a country in which English is not the official language), and ACT/SAT scores if they are from Canada or a country where English is the official language.
5. International students who are graduates of American high schools and who apply for admission will follow normal procedures for high school applicants; i.e. submit evidence of completion of the college prep courses, ACT/SAT scores and proof of graduation.
6. Evidence verifying adequate financial resources to provide for all expenses (tuition, room/board, travel, etc.) while in the United States and during the entire period of time you expect to attend Mayville State, including vacation periods, must be provided before admission is granted. To meet this requirement, applicants must complete the International Student Financial Statement (available on the MSU Web site) and return it to the Admissions and Extended Learning Office by April 1 for enrollment in the fall term, and by October 1 for enrollment in the spring term. If funding is expected from a sponsor who resides in the United States, the affidavit of support (I-134) will be required in addition to the Financial Statement. Financial statements must be current within six months of the first day of the initial semester and show sufficient funds for each academic year.
7. All international students are required to maintain

## ADMISSIONS PROCEDURES

health insurance coverage from an approved carrier while in attendance at any state university in North Dakota. A health insurance policy selected by the State Board of Higher Education or approved by Chancellor of the university system is required. The premium cost for twelve months for a single student must be pre-paid to the MSU Business Office prior to enrollment; i.e. by the first day of classes. Students who fail to pre-pay their health insurance premium will be cancelled from their classes. Refunds of health insurance premiums will be granted only if the international student officially withdraws from the University.

10. Residents of certain foreign countries who enroll at Mayville State University must provide documentation of TB skin testing. Such TB skin testing must be conducted by a recognized physician or health care official within the United States and should be completed during the first month of enrollment. New international students from all countries, except those classified by U.S. Health Officials as “low risk for tuberculosis” are subject to this requirement for TB skin testing. The Student Affairs Office will maintain a list of countries that are in this “low risk” category. Any international student enrolled in a course offered for credit at Mayville State University must also provide documentation of immunity against measles, mumps, and rubella in accordance with NDUS policies and procedures.
11. Official academic records (referred to as transcripts in the US) and/or diplomas attesting to the applicant’s secondary and university education must be sent directly to the Office of Admissions and Extended Learning if they are recorded in English. Academic records in any other language must be sent directly by the institution(s) attended to an evaluation service used by Mayville State University. All documents must bear an official signature in ink of the appropriate official of the institution (such as the registrar or recorder of records) and must bear the institution’s seal. If the college or university will not mail original, official, academic documents to the United States, exact copies that have been certified as such by the appropriate institutional official of each institution attended should be sent. To be considered, all documents should be accompanied by official English translations if they appear in another language. All transcripts must be received by April 1 for fall term admission and by October 1 for spring term admission so that they may be evaluated and admissions decisions made.
12. After all the above documents and payments have been received and reviewed, applicants will be notified of their acceptance to MSU by electronic communication from the Office of Admissions.

### REQUIREMENTS FOR CANADIAN STUDENTS

Applicants from any of the Canadian provinces must provide the following documentation and materials in order to be considered for admission to the University:

1. An application for admission, a non-refundable application fee of \$35.00, a \$100 administrative processing fee, and a I-901 SEVIS fee of \$200.
2. An International Student Financial Statement.
3. Results from either the SAT or ACT.
4. Official academic records or transcripts from the secondary school that awarded the high school diploma and transcripts from any post-secondary institution that you have attended.

It is recommended that all documents and materials for Canadian students be submitted by April 1 for enrollment in the fall term and by October 1 for enrollment in the spring term. While documents may be submitted after these dates, we cannot guarantee that they can be processed and application decisions made in time to guarantee enrollment.

International students may complete Mayville State University online coursework from their home and not be subject to SEVIS requirements or the institutional administrative processing fee of \$100. However, students would need to meet admission criteria. Contact the Office of Admissions for more information.





## ADMISSIONS PROCEDURES

### INTERNATIONAL SEVIS I-901 FEE

All international students need to pay the SEVIS I-901 fee that was mandated by Congress. This I-901 fee is in addition to the institutional administrative processing fee. To pay this I-901 SEVIS fee of \$200, go online at [www.fmjfee.com](http://www.fmjfee.com). Information from the I-20 is needed to fill out the I-901 form. This fee must be paid after receipt of the I-20 and before entering the United States.

### NORTH DAKOTA UNIVERSITY SYSTEM (NDUS) GUIDELINES FOR HOME EDUCATED STUDENTS

The following guidelines for specific home-educated admissions policies are patterned after the recommended criteria suggested by the National Center for Home Education.

Home-educated applicants to a NDUS institution shall submit, in addition to the application for admission and application fee:

1. Curriculum description or transcript showing the following:
  - a. Specific listing of classes completed by the student; identified and/or separated by class levels. An institution may request a course syllabus or detailed description of course content.
  - b. Clear identification of those courses which meet the North Dakota University System College Preparatory Requirements. (This is required by the four-year institutions.)
  - c. Key explaining grading system and successful completion of coursework.
  - d. Date of the student's graduation/completion of plan of study.
  - e. Signature of parent/instructor.
  - f. Identification of any other private or public high school the student has attended.

OR

  - g. A GED may be accepted with an overall score of 450 and a minimum score of 410 on each exam; however, individual institutions may require higher scores.
2. Diploma/Certificate issued by the local school district in which the student resides if the district provides such a document.
3. Submission of either ACT or SAT I test scores. Minimum scores are determined by individual system institutions.

4. All other NDUS required and/or other institutional specific documents such as immunizations, etc.

**Financial Aid:** "A student who has been home schooled is eligible for financial aid if he or she can present documentation that the state in which the student resides considers the home-schooling to be the equivalent of a high school diploma. If the student does not have such documentation or some other recognized equivalent of a high school diploma, the student must be beyond the age of compulsory school attendance in the state in which the post-secondary school is located and must pass an Education Department approved ability-to-benefit test." This interpretation is provided by the National Association of Student Financial Aid Administrators.



# Tuition and Fees

(Subject to Change without Notice)

All financial obligations to the University must be paid during a designated period at the beginning of each semester unless arrangements have been made with the Business Office. All students must process through the Business Office during this designated period. **A student is not officially enrolled for an academic semester until all tuition and fees have been paid.**<sup>1</sup> Tuition and fees may be changed by the State Board of Higher Education or by the state Legislature at any time. Mayville State University is a state-assisted institution governed by the laws of the State of North Dakota.

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 check in the amount of the excess will be issued to the student.

## THE FOLLOWING FEES ARE REQUIRED OF ALL STUDENTS:

(Fees reflect Fall 2010 amounts with the exception of Minnesota Resident Registration Fee, which is an estimate.)

Registration Fee (Per Semester)	12-18 Credit-Hour-Rate	Per-Credit-Hour-Rate
North Dakota Resident:	\$ 2,134.20	\$ 177.85
Minnesota Resident:	\$ 2,232.36	\$ 186.03
<b>Reciprocity Rate for:</b>		
South Dakota, Montana, Saskatchewan, and Manitoba	\$ 2,667.72	\$ 222.31
<b>Non-Residents:</b>		
International	\$ 5,698.20	\$ 474.85
WUE Residents * Canadian Provinces (not Sask. or Mant.)***	\$ 3,201.36	\$ 266.78
MHEC**	\$ 2,667.72	\$ 222.31
Technology Fee	\$ 475.00	\$ 39.58
Student Service Fee This fee is allocated between University and student activities and organizations including athletics, Campus Center, Student Senate, and Wellness Center.	\$ 278.25	\$ 23.19
New Student Orientation I.D. Fee (One-time fee)	\$ 35.00	\$ 35.00
ConnectND Fee	\$ 81.00	\$ 6.75
NDSA Fee	\$ 0.36	\$ 0.03

Distance Education.....\$265.00 PER CREDIT TUITION/FEES

Dual Credit.....\$135.00 PER CREDIT TUITION/FEE

Students taking fewer than 12 credits use the *per-credit-hour rate* to figure tuition/fees. Students taking 19 or more credits should use the 12-18 credit-hour-rate plus the per-credit-hour-rate for the additional hours over 18 credits.

\*WUE (Western Undergraduate Exchange) includes students from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

\*\*MHEC (Midwestern Higher Education Compact) includes students from Kansas, Nebraska, Michigan, and Missouri.

\*\*\*Canadian provinces includes all Canadian Provinces except Saskatchewan and Manitoba.

<sup>1</sup> Unless other arrangements have been made with the Business Office.

## ADMISSIONS PROCEDURES

### THE FOLLOWING ARE MISCELLANEOUS FEES:

*(Assessed only as required.)*

*(All credit-hour charges are based on student residency status.)*

<b>APPLICATION FEE</b> (Non-refundable) Required of all new students, regular or special, who register for credit	\$35.00
<b>AUDITING COURSE FEE</b> (Per semester hour)	One-half of regular hour charge
<b>CLEP SERVICE FEE</b> (Per course)	\$15.00
<b>CONTINUING EDUCATION FEE</b> Not to exceed the regular per-credit-hour charge.	Variable
<b>CORRESPONDENCE FEE</b> Non-refundable/per-semester-hour	Regular per-credit-hour charge
<b>COURSE CHALLENGE FEE</b> Non-refundable/ per-semester-hour Advanced Standing Examination, Life Experience Credit plus a delivery charge of \$40.00 per-credit-hour charge.	Regular per-credit-hour charge
<b>INDEPENDENT STUDY</b> plus delivery charge of \$60.00 per-credit-hour charge.	Regular per-credit-hour charge
<b>LABORATORY FEE</b> For designated courses.	\$15.00 to \$145.00 per course
<b>LIFE-EXPERIENCE CREDIT</b>	FT student – 50% in-state tuition Less than FT Students – 50% of in-state tuition <u>PLUS any required fees.</u>
<b>MUSIC FEE</b>	Regular per-credit-hour charge plus \$50.00
<b>DEFERRED PAYMENT AGREEMENT</b>	\$50.00 non-refundable
<b>RE-ENROLLMENT FEE</b>	\$100.00

### BOARD AND ROOM

*(Subject to change without notice.)*

Agassiz Hall students are required to have a food service board contract. The food service facilities are located in the University Campus Center. Board contract service is not available between terms or during vacations.

<b>BOARD</b> (Per semester)		<b>ROOM</b> (Per semester) (Double and Single Rooms include telephone)	
5 meal/7 Day Board Contract	\$ 654.00	4-Person Suite – Agassiz	\$ 1,325.00
10 meal/7 Day Board Contract	\$ 1,307.00	4-Person Apartment – Agassiz	\$ 1,600.00
14 meal/7 Day Board Contract	\$ 1,389.00	Single Room – Birkelo, Berg, Berg Apts.	\$ 1,158.00
Cash Plan	\$ 400.00	Double Room – Birkelo, Berg	\$ 838.00
		Deposit	\$ 50.00
		Residence Hall Association Fee	\$ 5.00

### HOUSING UNITS

*(Per Month)*

<b>Family Housing</b>	
Two-Bedroom Apartments	\$ 376.00
Three-Bedroom Apartments	\$ 405.00
Deposit	\$ 300.00



## TUITION AND FEES

**WITHDRAWAL DUE TO NON-PAYMENT OF TUITION AND FEES**

(Subject to change without notice)

Payment of fees for each term will be the 13<sup>th</sup> and 14<sup>th</sup> class day of the term. Balances must be paid at this time. If the full balance is not paid by the end of the 5<sup>th</sup> week of the term, students will be withdrawn from the term and be responsible for the portion of the balance not refunded. Students who are withdrawn from the term will have one week (6<sup>th</sup> week) to get the balance paid in full, plus an additional \$100.00 re-enrollment fee to get back into school.

**REFUND POLICIES**

(Subject to change without notice)

**Refund Policy for all Students attending the institution:** Refund of institutional charges applies to any student attending the institution. A return of Title IV funds (Federal Financial Aid) is the unearned amount of institutional charges that must be returned to the Student Financial Aid (SFA) programs for a student who received federal funds and who has ceased attending school. Refer to the Return of Title IV Funds policy in the “Financial Aid” section of the catalog.

Students who **drop a class or classes** prior to completion of 9% of the term or period of enrollment for the class or classes shall receive a **100% refund of tuition and fees** for the credit hours attributable to the class or classes dropped. **There shall be no refunds for partial drops after completion of 9% of the period of enrollment.** Students who totally withdraw from **all classes** during the term or period of enrollment shall receive a pro-rated refund of institutional charges (tuition/fees/room/board). Any refunds provided as a result of **dropped** classes may be returned to Title IV aid accounts and repayment calculations may be required.

<b>Percent of Enrollment Period Completed</b> (actual calendar days including weekends)	<b>Tuition and Fees Unearned</b>
0 – 8.999%	100%
9.000% - 34.999%	75%
35.000% - 59.999%	50%
60.000% - 100.000%	0%

<b>Percent of Enrollment Period – Weeks of the Regular Term Charges</b>	<b>Room and Other Charges Unearned</b>	<b>Board Charges Unearned</b>
1	95%	95%
2	90%	90%
3	80%	80%
4	75%	75%
5	70%	70%
6	65%	65%
7	60%	60%
8	50%	0%
9	45%	45%
10	40%	40%
11	0%	30%
12	0%	25%
13	0%	20%
14	0%	10%
15	0%	5%
16	0%	0%

Refunds will be credited to the following program in this precise order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Staff Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Academic Competitiveness Grant
7. National Smart Grant
8. Federal Supplemental Education Opportunity Grant
9. Other Title IV Programs

**FEES**

Miscellaneous and special course fees will be refunded according to the tuition refund schedule above.

**BOARD AND ROOM**

Board and room refunds are calculated on a pro-rated basis as shown in the chart above.

## ADMISSIONS PROCEDURES

### NORTH DAKOTA TUITION RESIDENCY INFORMATION

If you plan to change your residency status, please be aware of the qualifications for residency, and the application process.

A “resident student” for tuition purposes means:

1. A person whose custodial parent, guardian, or parents have been a legal resident of North Dakota for twelve months immediately prior to the beginning of the academic term;
2. A person eighteen years of age or older who has been a legal resident of North Dakota for twelve months immediately prior to the beginning of the academic term;
3. A person who graduated from a North Dakota high school;
4. A full-time active duty member of the armed services 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 services 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; or
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.

**Application for residency is available in the Business Office. The completed form is to be returned to the Business Office and approved for the residency change within 30 days of the first day of the semester. A North Dakota driver’s license AND one of the following items must be brought to show proof of 12 months of continuous residency:**

- Affidavit from current landlord or employer;
- Twelve months of utility bills; or
- North Dakota income tax return.



# Financial Aid

## DETERMINING FINANCIAL NEEDS

Mayville State University is dedicated to assisting all students to the fullest extent possible under federal regulations. Financial aid is supplementary to you and your family's financial resources. Your University expenses will include tuition, fees, room, board, books and supplies, transportation, clothing, recreation, and other personal expenses. In determining the type and the amount of financial assistance necessary to meet your financial requirements, Mayville State University first expects you and your parents to make a maximum effort to assist with educational expenses.

Your financial aid will be determined by subtracting the parent's contribution, your contribution, and other available resources from the budget. Income, assets, fixed costs, family living costs, unusual expenses, and housekeeping expenses are all used in determining financial need, and these items vary from year to year. A student must reapply each year for financial assistance.

The federal government requires each postsecondary institution participating in financial aid programs to utilize a uniform and systematic evaluation of financial need of all applicants for aid. Programs at Mayville State University requiring a need analysis are Federal Pell Grants, Academic Competitiveness Grant, National Smart Grant, Teach Grant, Federal SEOG, Federal Perkins Loan, Federal Work Study, William D. Ford Federal Direct Loans, and Federal Direct Unsubsidized loans. As a matter of policy, Mayville State also recommends a need analysis for the Federal Direct Parents Loan for Undergraduate Students (PLUS).

Since funds are limited, aid is usually awarded in the order that files are completed. Financial aid packages will generally be made from a variety of sources. Financial aid awards may be adjusted based on the availability of funds.

Title IV aid is considered to be Federal Pell Grant, Academic Competitiveness Grant, National Smart Grant, Teach Grant, Federal Direct Loans, Federal College Work-Study, Federal Perkins Loans, Federal Supplemental Educational Opportunity Grants, State Student Incentive Grants, Federal Direct Unsubsidized Loans, Federal Direct Parent Loans for Undergraduate Students (PLUS), the Paul Douglas Teacher Scholarship, and the Robert C. Byrd Scholarship.

## APPLYING FOR FINANCIAL AID

Financial aid is available to new students, current students, and transfer students through a combination of loans,

grants, scholarships, and employment. Financial aid is awarded regardless of sex, race, religion, color, creed, or national origin. The following procedure should be followed by those students who wish to apply for various types of financial aid:

1. Apply for admission to the colleges of your choice. Contact the school's Financial Aid Office to determine information about college costs. The FAFSA (Free Application for Federal Student Aid) is the financial aid application form at Mayville State University.
2. Parents and students should complete the United States federal tax return as quickly after January 1<sup>st</sup> as possible. To avoid problems or delays in receiving financial aid, using estimated income data is not recommended. Once the most recent tax data is available, students have a number of options regarding the completion of the Free Application for Federal Student Aid (FAFSA):
  - Apply and make corrections through the Web by accessing: [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or
  - Request a paper FAFSA by calling 1-800-433-3243 or download from [www.federalstudentaid.edu.gov/fafsa\\_options.html](http://www.federalstudentaid.edu.gov/fafsa_options.html). This form must be completed and mailed to the FAFSA processor as indicated on the form.
  - Returning students will receive a renewal reminder by e-mail from the federal government directing you to complete the FAFSA online.

### The identification code number for Mayville State is: 002993

3. If help is needed in completing the FAFSA, ask your high school counselor, principal, or call the Financial Aid Office. The FAFSA or renewal application will be easier to fill out with a copy of the completed tax return for reference.
4. When filling out the FAFSA, application is made automatically for all of the federal programs. Students may have the results of the processed FAFSA sent to up to ten (10) schools or agencies.
5. The Student Need Analysis Service uses the Federal Needs Analysis Methodology Formula to calculate how much each student and his/her family can afford to contribute. Two to three weeks after the FAFSA is processed, a notice will be sent to the student by e-mail instructing you to review the processed FAFSA information on a Student Aid Report (SAR) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The information should be checked carefully and any necessary corrections made. If corrections are made, the SAR must be



## FINANCIAL AID

reprocessed. The schools designated on the application will receive information at about the same time that the student receives his/hers.

6. Once a student has been admitted to Mayville State University and the Financial Aid Office has received the results of the FAFSA, the application will be reviewed and a request for additional documents to complete the file may be made. The SAR's EFC number will determine eligibility for financial aid. Once a determination has been made on the eligibility for financial aid, the student will be offered aid based on the student's eligibility for institutional and federal funding. The opportunity to accept/reduce or reject this award is available on the Mayville State University Web site at that time.
7. If federal appropriations fall short of anticipated dollars, student aid will be reduced proportionally. It is not always possible to give students the amount or type of aid requested. Federal regulations and appropriations frequently make it necessary to combine several kinds of financial aid to best meet the needs of the applicant.

Checks are disbursed to students in the Business Office on a semester basis. Students will receive 1/2 of their total award each semester. Students in the work-study program will receive those funds semi-monthly as they earn them.

### ESTIMATED STUDENT BUDGET

Budgets are prepared for students at Mayville State University. The budgets include tuition and fees, books and other school supplies, room, board, transportation, and living expenses. The student budget is used as a basis for determining the amount of financial aid a student may be eligible to receive. The student budget is incorporated

into the need analysis.

Budgets are prepared for students on a 9-month basis with the summer school session requiring separate consideration. Students who are enrolled less than full time will have their budgets adjusted accordingly.

### FEDERAL WORK STUDY

Work-study jobs vary from 7 to 19 hours per week. Students are assigned a specific job and work under close supervision. Keeping record of work hours on time sheets or time cards and turning them in semi-monthly for payment is the student's responsibility. Students must complete employment forms in the Business Office before employment can begin. A student may be removed from a job if the terms of the contract are not met. Separation from work is based on a decision by all parties involved.

### MARRIED OR SINGLE INDEPENDENT STUDENTS

A student attains independent status when he/she meets one or more of the following criteria:

1. Attains age 24 before January 1st of the first calendar year of the award year;
2. Is a veteran of the U.S. Armed Forces;
3. Is a graduate or professional student;
4. Is married as of the date he/she applies;
5. Is a ward/dependent of the court, or was in foster care;
6. Has legal dependents other than a spouse, for which the student currently provides more than 50% of support;
7. Is an emancipated minor as determined by a court; or
8. Is currently serving on active duty for purposes other than training.

### 2010-2011 Academic Year (Two Semester) Estimated Budget

Budgets	ND Resident	MN Resident	SD / MT / MHEC* Man / Sask	All other states and provinces not listed	International except Canada	Living with Parents
<b>Tuition</b>	\$4,268	\$4,465	\$5,335	\$6,403	\$11,366	\$4,268
<b>Comp. fees/Student Fees</b>	\$1,669	\$1,669	\$1,669	\$1,669	\$1,669	\$1,669
<b>Room</b>	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$3,500
<b>Board</b>	\$2,778	\$2,778	\$2,778	\$2,778	\$2,778	
<b>Books and Supplies</b>	\$900	\$900	\$900	\$900	\$900	\$900
<b>Pers/Misc/Transportation</b>	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
<b>Total</b>	<b>\$15,065</b>	<b>\$15,262</b>	<b>\$16,132</b>	<b>\$17,199</b>	<b>\$22,163</b>	<b>\$13,137</b>

**Tuition/Fees per credit hour - \$ 241.40 (ND)**

International Students (not Canadian) Add \$894 to budget for insurance.

\*Based on 14-meal board plan.

\*Updated budget/costs are available [www.mayvillestate.edu](http://www.mayvillestate.edu) catalog section.

\*MHEC (Midwestern Higher Education Compact) includes students from Kansas, Nebraska, Michigan, and Missouri.

# Financial Aid Satisfactory Progress Policy

## INTRODUCTION

Federal regulations require that all institutions participating in the Title IV Student Financial Aid Programs establish, publish, and apply standards of satisfactory progress for each student enrolled.

To ensure compliance with these regulations, the following policy governing standards of satisfactory progress for all students attending Mayville State University who apply for financial aid will be in effect. Students who fail to meet these standards of satisfactory progress will be ineligible to receive financial aid until eligibility has been re-established.

## SATISFACTORY PROGRESS POLICY

To be eligible to receive Title IV funds, institutional scholarships, state and federal funds, the student must be enrolled or accepted for enrollment and determined to be a “regular student” enrolled in an “eligible program” for the purpose of obtaining a degree. The student must be in good academic standing and must be making satisfactory progress toward the completion of a degree. The following measures have been established as grade point average standards indicating satisfactory progress toward a degree. These standards apply to all regularly enrolled students.

**All students must maintain a minimum institutional cumulative GPA of 2.00 and attain at least a 2.00 GPA each semester or they will be placed on financial aid probation.** Students will be allowed one semester of financial aid probation under this standard. If at the end of the following semester the student is still below a 2.00 cumulative or term GPA, the student will be disqualified from receiving future financial aid.

Students on probation who attain at least a 2.00 term GPA but remain below the required 2.00 cumulative GPA will be on a continued probation status.

All students must maintain a 1.00 term GPA or face “automatic suspension” academically or “financial aid probation” for one semester (if approved to return academically).

To maintain satisfactory progress, **a student (i.e. full-time, ¾ time, ½ time, and less than ½ time) is required to complete a minimum of 67% of the credit hours attempted cumulatively and per term.** Once a student has been placed on financial aid probation, **the student must complete 67% of the hours attempted each semester while on probation** to avoid financial aid disqualification. However, on a semester basis, **ALL** students must complete a minimum of 25% of the total

hours attempted or face immediate financial aid disqualification for future semesters. The minimum 25% requirement includes students that have officially withdrawn during the semester.

A student who continues to meet the minimum satisfactory progress standards according to this policy is eligible to receive financial aid at Mayville State University up to a maximum of 180 semester credit hours attempted for a baccalaureate program. Students in a two-year program will receive financial aid for a maximum of 90 credits. Credits earned at other regionally accredited post-secondary institutions and accepted by Mayville State University will apply toward the maximum number of credits allowed.

### Additional Standards used to Evaluate Satisfactory Progress:

- A. All students, including transfer students, enrolling at Mayville State University for the first time will be assumed to be making satisfactory progress.
- B. Cumulative credit hours attempted for each academic year will be a total of the greatest number of hours a student is registered for since the last day to add a class for each academic semester.
- C. Student must be making satisfactory progress according to the requirements of the policy **PRIOR** to receiving financial aid.
- D. Credit hours completed with a grade of “D” or better, or “S” if attempted on a Satisfactory/Unsatisfactory basis, will be used to calculate hours earned.
- E. All consortium and collaborative courses will be included in the evaluation of financial aid satisfactory progress. Academic satisfactory progress calculations do not include any transfer credits for determining GPAs.
- F. Grades of Failed (F), Unsatisfactory (U), Incomplete (I), Withdrawn (W) and Not Reported (NR) count as credits attempted but not completed and will be applied toward the maximum number of credits attempted.
- G. Courses that are repeated will count in the calculation of hours attempted and completed hours earned if the student receives a passing grade.
- H. Courses taken for audit only will not be considered for aid.
- I. Any student who withdraws from the University because of extenuating circumstances (such as lengthy and serious illness, family emergencies, legal or emotional reasons) thus fails to make satisfactory progress, may appeal to re-establish financial aid eligibility.

## FINANCIAL AID

### EVALUATION

To determine each student's eligibility status at the completion of a semester, the GPA standard will be reviewed by the vice president of academic affairs. The Financial Aid Office will perform a quantitative review of academic records at the completion of each semester (fall and spring). Those students currently receiving financial aid and who fail to meet the GPA standard or the quantitative standard of satisfactory progress will receive notification regarding financial aid probation or financial aid disqualification by letter. All students who have not previously received financial aid will also receive notification at the time they are placed on financial aid disqualification so that they are aware of their standing immediately should they decide to apply for aid at a later date.

### PROBATION

A student who is on academic/financial probation due to GPA must bring his/her cumulative grade point average up to the required level during the next semester or he/she may be disqualified from financial aid. A student who is on financial aid probation due to quantitative hours must bring his/her cumulative quantitative requirement up to 67% during the next semester or he/she will be disqualified from financial aid.

### TERMINATION

Any student failing to meet the standards of this policy will be ineligible to receive financial aid.

### RE-ESTABLISHING ELIGIBILITY

Any student dropped from consideration for financial aid per the provisions of this policy may appeal to the Financial Aid Committee and be considered. Implicit in this provision is the fact that the student must be in good standing and making satisfactory progress before financial aid eligibility can be re-established (i.e. successful completion of 67% of hours attempted and meeting the minimum GPA standards). Students who are determined ineligible to receive financial aid are encouraged to remain in school in order to re-establish their eligibility.

Credit hours earned during the summer session at Mayville State University may be used to re-establish eligibility. If, after adding credit hours attempted and earned during

the summer session to those attempted and earned during the academic year, a student now meets the satisfactory progress standards, his/her eligibility may be reestablished.

### APPEAL

A student who has been placed on financial aid disqualification may appeal by submitting a written appeal to the Financial Aid Committee. If the appeal is denied, the student has the right to appeal in person to the Financial Aid Committee. The action of the Committee will be final.

### COOPERATIVE EDUCATION/INTERNSHIP

Students registered through an Internship 497S course, and employed in a full-time internship position, as documented, are granted full-time equivalent student status by the University, and are eligible for all financial aid for which they qualify (e.g. Pell Grant awards are based on actual hours enrolled).





# Federal, State, and Local Programs

Federal programs through which aid is available form the basic core of assistance for most students. When you apply for aid from the federal programs, you must complete a Free Application for Federal Student Aid (FAFSA) form to have your eligibility for financial assistance determined.

The FAFSA form is available on the Web at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA code for Mayville State University is 002993. Normally to be considered for assistance in the fall semester, you should submit your completed FAFSA for processing as soon after January 1st of the year you plan to enroll.

## FEDERAL PELL GRANT PROGRAM

Federal Pell Grants provide a foundation of financial aid to which assistance from other federal and non-federal sources may be added. These funds do not have to be repaid.

Federal Pell Grants are awarded to undergraduate students who attend school with a minimum of one credit, demonstrate financial need, and meet the federal eligibility requirements.

For the 2010-2011 academic year awards ranged from \$555 to \$5,550 based on need and federal allocation of funds.

## ACADEMIC COMPETITIVENESS GRANT (ACG)

Like the Federal Pell Grant, an ACG does not have to be repaid. ACGs are awarded to undergraduates receiving Pell Grants who are U.S. citizens enrolled at least half-time in their first or second academic year of study. Recipients must have completed a rigorous secondary school program of study. ACG recipients must demonstrate financial need and meet the federal eligibility requirements.

First academic year students receive \$750 per year and second academic year students receive \$1300 per year.

## NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT NATIONAL SMART GRANT)

A National Smart Grant does not need to be repaid. This grant is for undergraduates receiving Pell Grants who are U.S. citizens enrolled at least half-time in their third or fourth academic year of an eligible degree program, majoring in physical, life, or computer sciences, technology or mathematics and have at least a 3.0 cumulative GPA. National Smart Grant recipients must

demonstrate financial need and meet the federal eligibility requirements.

Students are eligible for up to \$4000 for each of the third and fourth academic years.

## TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT (TEACH GRANT)

The Teach Grant program will provide up to \$4,000 a year in grant aid to undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Students may receive up to \$16,000 for undergraduate study. Part-time students are eligible, but the maximum grant will be reduced. The grant is also available for post-baccalaureate teacher certification coursework.

Students must maintain at least a 3.25 cumulative GPA to receive a grant for each subsequent term. Each recipient of this grant must sign an "agreement to serve" contract before receiving the funds. Students who fail to complete the four-year teaching obligation within eight years of finishing the program will have to repay the grant with interest.

The high-need subject areas are determined by the Department of Education on a yearly basis. Currently both Mayville State University's Mathematics Education and Science Education majors qualify as eligible programs of study.

## FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

Like the Federal Pell Grant, a SEOG does not have to be repaid. Unlike the Federal Pell grant, it is not received directly from the government. The federal government supplies MSU with a limited amount of money for the purpose of awarding supplemental grants to its students. Once distributed, there are no additional funds for that year. This type of award is called a campus-based program since it is administered by MSU.

FSEOGs are awarded to undergraduate students who demonstrate financial need and meet the federal eligibility requirements. Preference is given to Federal Pell Grant recipients and students with the highest demonstrated need.

Awards range from \$200 to \$1,000 per year depending upon need and availability of supplemental grant funds at MSU.

## FINANCIAL AID

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### FEDERAL WORK STUDY PROGRAM (FWS)

Federal work-study is a federal, campus-based program offering students an opportunity to earn financial aid through work. FWS is available to undergraduate students who demonstrate financial need and meet the federal eligibility requirements.

The amount you will be able to earn will depend on your demonstrated financial need, the availability of work-funds at MSU, and the amount of other assistance you are receiving.

### FEDERAL PERKINS LOAN

The Federal Perkins Loan Program is a federal, campus-based program. MSU administers the program and determines who is eligible to receive this assistance. These funds must be repaid.

Federal Perkins Loans are awarded to undergraduate students who demonstrate financial need. Due to limited funding minimum/maximum can vary each year. First consideration will be given to full-time students. The current interest rate is 5%, but is not charged until nine months after you graduate or leave school.

You must begin repaying your loan nine months after you leave school or drop below half-time status.

### FEDERAL DIRECT SUBSIDIZED LOAN

Federal Direct Subsidized Loans are government-subsidized loans available to students through financial institutions.

Federal Direct Loans are available to undergraduate students who demonstrate financial need and meet the federal eligibility requirements. Undergraduate applicants are required to have their eligibility for a Federal Pell Grant determined before they may be certified for a Federal Direct Loan.

The current maximum annual Federal Direct Loan limit for freshmen is \$3,500; sophomore \$4,500; and juniors/seniors \$5,500. Accumulated Federal Direct/Stafford Undergraduate borrowing for dependent students cannot exceed \$23,000 for an undergraduate degree.

An origination fee is normally charged to the borrower and is deducted from your loan amount before you receive

it. At present this fee of 1.50% is subtracted from the total loan before the funds are disbursed.

Beginning July 1, 2009, all borrowers qualified for the fixed interest rate set at 5.6%.

While the borrower is in school at least half-time, interest on a Stafford Loan is paid by the federal government on the borrower's behalf.

Repayment begins six months after you leave school or drop below half-time status. The minimum annual repayment is \$600 (\$50 monthly). You may have up to ten years to repay depending upon your loan size.

### FEDERAL DIRECT UNSUBSIDIZED LOAN

The Federal Direct Unsubsidized Loan is designed to assist you in providing additional funds to meet the cost of funding your education when the federal need analysis requirements preclude you from borrowing under the subsidized loan program.

The interest rate is a 6.8% fixed rate.

The interest on a Federal Direct Unsubsidized Loan must be paid on a quarterly basis while you are enrolled in school, during the grace period following the in-school period, during any deferment period, and during repayment periods.

Repayment on the principal amount will begin six months after you cease to be enrolled at least half-time.

Deferments may be available to unsubsidized borrowers and are the same as those available for Federal Direct Subsidized borrowers.

The **combined** amounts borrowed under the Federal Direct Subsidized and Federal Unsubsidized programs cannot exceed the maximum annual levels listed in the subsidized program.

Unsubsidized loans are made throughout the United States and an origination fee of 1.5% is deducted from each disbursement to cover origination/insurance premiums.

### ADDITIONAL UNSUBSIDIZED STAFFORD LOAN

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

**FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)**

PLUS loans provide funds to parents to help meet the cost of your education. These funds are in addition to those received under the Direct Loan programs.

Parents of dependent undergraduate students may be eligible for a PLUS loan. The cost of education minus other financial aid equals the amount parents may borrow per year.

The interest rate is a fixed rate at 7.9%.

**NORTH DAKOTA STATE STUDENT INCENTIVE GRANT (SSIG)**

The SSIG provides grants to assist undergraduate students in need of financial assistance. State appropriations and the number of applicants determine the amount of the grant. Applicants must be North Dakota residents enrolled full-time in a qualified institution of post-secondary education within North Dakota. The University System Office in Bismarck makes the awards. Students who have a completed and processed FAFSA by March 15 will be considered for the SSIG.

Currently the grants are for \$1,200 per year.

**STUDENT EMPLOYMENT**

Applications for student employment jobs are available in the Career Services Office. Full-time student employment is available on a limited basis during the summer. Applicants must process a separate application through the Career Services Office for summer employment. The wage scale is based on longevity within the department and minimum wage guidelines.

Staff of Career Services coordinate on-campus student employment. Department budgets for all student assistance, including those funded by federal work-study, are managed at the department level. Career Services makes referrals of students who are seeking employment and departments hire candidates with appropriate skills, abilities, and availability. The amount of a student's contract will vary depending on funds available. Application forms may be obtained in Career Services for both academic year and summer campus employment.

**GABRIEL BROWN TRUST FUND**

This loan is available to all North Dakota students who have a cumulative average of 2.5 (4.0 grading system) and have completed two years of college. Financial need is the basis of awarding this loan. The loan bears interest at 6% beginning one year after graduation or after discontinuing education. Applications are available at the Financial Aid Office.

**NORTH DAKOTA DEPARTMENT OF VOCATIONAL REHABILITATION**

Vocational Rehabilitation is a State/Federal program specifically oriented toward the rehabilitation of individuals who have a physical and/or mental handicap, which prevents them from training for or entering employment. Anyone who feels that he/she has a disabling condition, which is a handicap to attaining employment, may apply for services. Since vocational rehabilitation is considered a supplemental service, other financial resources must be investigated prior to assistance being authorized by the Department.

**VETERANS PROGRAM**

Information about available veterans benefits may be obtained in the Financial Aid Office or by calling the Veteran's Administration toll free information number: 1-800-827-1000.

**NATIONAL GUARD WAIVER OF FEE PROGRAM**

Any active North Dakota National Guardsman presently serving in either the Air Guard or the Army Guard or nonprior service personnel may sign an enlistment contract to serve with the National Guard. Contact the local Guard unit for further information.



## FINANCIAL AID

## RETURN OF TITLE IV FUNDS POLICY

When a recipient of Federal Student Aid (Title IV) funds ceases to be enrolled prior to the end of the period of enrollment the institution is required to calculate a return of Title IV funds.

The institution is required to determine the amount of Title IV aid a student has earned as of the date the student ceased attendance. The percentage of unearned Title IV funds must be returned to the federal programs in the order as listed below. The percentage of unearned funds is determined by dividing the number of calendar days remaining in the term by the total number of calendar days in the term.

This percentage of unearned Title IV funds will be used to determine the amount of Title IV funds that must be returned to the federal program. Students who withdraw after 60% of the enrollment period are not required to return any federal funds. The percentage of unearned Title IV funds multiplied by the total institutional charges (before any refund) is the amount that the school must return to the federal programs. Institutional charges include tuition, fees, on campus room and board.

Students who fail all of their enrolled credits for a semester will be evaluated as a student who has ceased enrollment. A last date of attendance will be determined and used as an unofficial date of withdrawal for the purpose of a return

of Title IV calculation.

All funds returned to federal programs by the school will be charged to the student's account at the institution. All refunds of institutional charges will be a credit to the student's account at the institution. Students will have 14 days to pay the balance due to the school, if any, or make repayment arrangements with the Business Office. If the student has a credit balance after all calculations have been completed, the institution will issue a check to the student.

Refunds will be credited to the following programs in this precise order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Academic Competitiveness Grant
7. National Smart Grant
8. Federal Supplemental Education Opportunity Grant



# Scholarships

Mayville State University has a variety of scholarships available to students who show potential in the areas of academic achievement, leadership and participation in athletics.

The annual scholarships at MSU vary from \$100 to full tuition. The availability of funds will govern the amount and the number of scholarships that are awarded each year. Financial need is a factor that is generally considered for most scholarships, but it is not the only criterion used. Academic success in high school or college is a factor that will be considered in an academic scholarship. The Financial Aid and Scholarship Committee approves the awarding of all scholarships that are issued by the University.

Participation scholarships are based on the student's high school or college success. The participation scholarships are given to those individuals who show a special interest or talent in a specific area. The recipients of these awards are usually recommended to the Financial Aid Committee by a specific department, or individual faculty member.

All scholarship amounts are based on current interest rates, and are subject to change. The approximate value of the scholarship follows the description. Any scholarship that is renewable must have a completed application on file **every** year. It is the student's responsibility to complete the application form each year.

Scholarship applications and information are available on the Mayville State University Web site [www.mayvillestate.edu/cost/scholarships.cfm](http://www.mayvillestate.edu/cost/scholarships.cfm) or by contacting the Enrollment Services office. **The scholarship application deadline is February 15.**

## Scholarships:

**Ole and Marilyn Aarsvold Scholarship:** Preference given to a Traill County resident or Traill County high school graduate. Student should be a sophomore, junior or senior. Minimum of 3.00 GPA and preference to a student who is active in student government or other organization(s).

**Mayville-Hillsboro AAUW Scholarship:** Awarded to a Traill County resident who is a senior at Mayville State. The Mayville-Hillsboro Branch of the American Association of University Women awards this scholarship.

**Thomas Bachmeier Family Music Scholarship:** Awarded to a student who is involved in music at Mayville State University, demonstrates financial need, and has a grade point average of 3.0 or above.

**Thomas Bachmeier Family Psychology Scholarship:** Awarded to a student who is pursuing a major in psychology, demonstrates financial need, and has a grade point average of 3.0 or above.

**Carl and Nettie Bagstad Scholarship:** Awarded to an incoming freshman pursuing a major in elementary or secondary education. Preference given to a student from a low-income family from Traill County, Bottineau County, or Griggs County. A 2.50 GPA is required and the scholarship is renewable for four years if the student reaches a 3.00 by his/her junior year.

**Jerome and Shirley Berg Scholarship:** Awarded to a student-athlete playing football.

**Berg-McMullen Scholarship:** Awarded to a student-athlete.

**Birkelo Scholarship:** Awarded to a student in good standing with preference to students in greatest financial need.

**C.E. and Clara Blackorby Memorial Scholarship:** Awarded to a North Dakota high school graduate. A grade point average of at least 2.00 is required. The student must show good citizenship and be active in the school or community, as well as displaying financial need. Preference given to direct descendants of Stuart A. Blackorby.

**Audrey O'Hare-Braaten Scholarship:** Awarded to a student of sophomore, junior or senior standing majoring in elementary education with at least a 2.25 GPA.

**Faye B. and Sverre O. Braathen Scholarship:** Awarded to a student having a composite ACT score of 24 or above, or ranking in the upper 10 percent of the class. The student should show a financial need for this scholarship. It is renewable providing that a grade point average of 3.50 is maintained.

**Merilla H. Brasel Memorial Scholarship:** Awarded to a May-Port CG High School senior(s) based on outstanding achievements in music and/or dramatics with scholastic accomplishments assuring college entrance requirements.

**Jeffrey Brend Memorial Scholarship:** Preference will be given to those applicants from an actively farming family in Traill or Steele County who show the academic ability to be successful in college.

**Inky and Ione Brendsel Music Scholarship:** Student must participate in music, band, and/or dramatics at Mayville State University. Recipient should be in good academic standing.

**Bob and Gayle Brown Scholarship:** Awarded to a student who is in good academic standing and is pursuing a major in elementary or secondary education. A recipient is eligible to apply for renewal of the scholarship in subsequent years, as long as he or she is in good academic standing and is pursuing an elementary or secondary education major.

## SCHOLARSHIPS

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**Knute and Margaret Brunsdale Scholarship:** Awarded to a student in good academic standing. Renewable for up to four years.

**Jane Young Brustad Biology Scholarship:** Awarded to an outstanding biology student.

**Walter and Aasta Brusven Family Scholarship:** Awarded to a student pursuing a degree in education. The scholarship is renewable if the student maintains a 2.00 or higher grade point average.

**Business/CIS Freshmen Scholarships:** Awarded to two new freshmen. Must be admitted to MSU with a cumulative high school GPA of at least 3.5 and an ACT composite score of at least 27. One scholarship will be awarded to an entering freshman who has declared a Business Administration major, and one scholarship will be awarded to an entering freshman who has declared a Computer Information Systems major. Preference will be given to those who have previous work experience in the business or computer areas and who have proven leadership skills. Final selection will be made by the Business/CIS division.

**Business/CIS Current Student Scholarships:** Awarded to four current students. Students must have declared a major in Business Administration or Computer Information Systems. One scholarship will be awarded to a current student who is majoring in Business Administration and taking courses on the MSU campus. Two scholarships will be awarded to CIS majors who are taking courses on the MSU campus. One scholarship will be awarded to a student who has completed at least two semesters in the Business Administration program at the Lake Region State College site. Applicants must have completed the MSU scholarship application and must provide two letters of support to the chair of the Business/CIS division. Final selection will be made by the Business/CIS division.

**Bye-Iverson Scholarship:** Given to a student showing proper academic performance and exhibiting financial need. Student should exhibit character and a strong work ethic. The award will be given to a graduate of Hatton High School.

**Kenneth Carlson Science Scholarship:** Preference given to upper-class students majoring in the field of science, with an emphasis in chemistry.

**Ray and Mavis Carlson Scholarship:** Awarded to residents of North Dakota who are students in good academic standing.

**Stan Dakken Scholarship:** Awarded to a student participating in athletics.

**George and Gertrude Dammen Scholarship:** Awarded to a student studying elementary education who is in need of financial assistance. Students in other majors may be considered. Scholarship is renewable for four years. Must be a full-time student and be in good standing.

**Frances and Leo Dion Endowment:** Awarded to a financially needy student who is pursuing a degree at MSU.

**Dan Dosmann Memorial Scholarship:** Awarded to high school seniors possessing citizenship and leadership qualities. Recipients must have a cumulative GPA of 3.00 or above and be recommended for the scholarship by a member of their high school's administration or faculty. Letter of recommendation should accompany the application.

**Dollars for Scholars Matching Scholarship:** Awarded to students who have received a previous Dollars for Scholars award from a local chapter.

**Kenneth G. Eastman Mathematics Scholarship:** Awarded to a student who has officially declared mathematics as a major.

**Lucille Elken Scholarship:** Awarded to a junior or senior majoring in elementary education.

**Elgin Erickson Scholarship:** Awarded to residents of North Dakota.

**English Department Scholarship:** Generally awarded to an English major.

**Ewen Farm Scholarship:** For students participating in music who meet academic criteria.

**Ruby Ewen Memorial Scholarship:** Awarded to men and women pursuing a major in English. The awards are not based on need. The recipient(s) must show a strong potential in the field of English.

**First and Farmers Bank Scholarship:** Awarded to returning students making academic progress.

**First State Bank - Dennis L. Fast Scholarship:** Awarded to a graduate of either Thompson High School or Central Valley High School showing proper academic performance.

**George Alex and Viola Fleming Scholarship:** Awarded to a student showing potential for completion of a degree. It is available to sophomores, juniors, and seniors.

**Laura Fleming Mitchell Memorial Music Scholarship:** Awarded to a student who must be taking music lessons and/or studying for a music major or music minor at Mayville State University. Recipient should be in good academic standing.

**Laura Fleming Mitchell Memorial Social Studies Scholarships:** Awarded to a student studying for a major or minor in social studies or history at Mayville State University. Recipient should be in good academic standing.

**Sidney Fleming Memorial Scholarship:** Awarded to a student in good academic standing. Two scholarships awarded annually to a student from Pembina County. Recipients must be a sophomore, junior, or senior.



**Food Services of America Scholarship:** Generally awarded to a student employee from Food Services.

**Richard Forseth Mathematics Scholarship:** Awarded to students who officially declare a major in mathematics or computer studies. A cumulative GPA of 3.00 or above and a recommendation by the mathematics department is required.

**Friends Scholarship:** The Friends Scholarship is to provide financial assistance to students from Grand Forks County, N.D., and/or Polk County, Minn. This scholarship is to be awarded to a beginning freshman who has financial need.

**Angela Garrett Memorial Scholarship:** Awarded to a sophomore within a 100- mile radius of the Mayville area.

**Garth Garrett Memorial Scholarship:** Awarded to a student within 150 miles of Mayville State University participating in varsity athletics and showing the academic ability necessary to complete a college educational program.

**Wendell Garrett Memorial Scholarship:** Awarded to a student in good academic standing and demonstrating financial need. Preference will be given to rural North Dakota students within a 100-mile radius of Mayville.

**Agnes Geelan Scholarship:** Preference given to a junior or senior student who seeks leadership position. The student should be a North Dakota resident with a GPA of at least 3.00.

**Don Grage Class of 1961 Scholarship:** To provide financial assistance to a student(s) pursuing a degree at Mayville State University.

**Jon Grinager Music Scholarship:** Awarded to choir or band participant.

**Roberta Grumbo Scholarship:** Awarded to a student majoring in elementary education from Pembina County.

**Hanson-Ness Family Scholarship:** Awarded to a student showing promise of becoming a successful college student, preferably a Hatton (or surrounding area) High School student who is attending MSU. The student should be involved in community and/or extracurricular activities and have good character traits. Overall grade point average will be considered when awarding the scholarship.

**Ma (Gail) and Babe (Walter) Hayford and Children Scholarship:** Awarded to a person needing financial assistance. Order of eligibility is: 1.) student graduating from May-Port CG High School; 2.) student graduating from a Traill County high school; 3.) student graduating from a North Dakota high school.

**Alvin and Grace Hella Endowed Education Scholarship:** Awarded to a junior or senior student majoring in the field of education and who has a grade point average of 3.0 or above. Student must be in good academic standing or deemed worthy by the Division of Education and Psychology.

**George Lewis Hilstad Memorial Scholarship:** Awarded to May-Port CG seniors who are outstanding in the field of music and dramatics.

**May Teien Hinton Academic Scholarship:** Awarded to either freshmen or upperclassmen majoring in English. One or more annual scholarships may be given and awards may be renewed if satisfactory academic progress is made.

**Paul Holkesvig Memorial Scholarship:** Awarded to a student showing an interest in sports who has earned a minimum 2.00 grade point average. Preference given to a May-Port CG graduate.

**Elizabeth Seim Holland Scholarship:** Preference to a library science student.

**Danny Huus Business Student Memorial Scholarship:** Awarded to an incoming student with at least a 24 ACT or a returning student with a GPA of 3.00 or better. PBL/FBLA involvement heavily considered.

**Harvey Kaldor Memorial Scholarship:** Awarded to an upper-class student with at least a GPA of 3.00 and an interest in law.

**William J. Karaim Memorial Scholarship:** Awarded to students who have declared a major in business, are at least a junior at Mayville State, and have a GPA of at least 3.00. The financial need of the recipient will also be considered.

**Gertrude E. Keeney-Brodowy Scholarship:** Awarded to a student majoring in secondary education. A 3.0 GPA is required and the scholarship is renewable for four years if the student is in good academic standing.

**Herbert Kjos Memorial Scholarship:** Awarded to a student who is pursuing a major in English, has a minimum of 3.5 GPA, is a junior or senior, and exhibits financial need.

**Barrie Koering Scholarship:** Awarded each year to a(n) athlete(s) who has exhibited excellence in both athletic and scholastic ability.

**Jack and Jeanne Landwehr Scholarship:** Awarded to a May-Port CG graduate attending MSU with outstanding ability in English and a love of reading.

**Lake Region Alumni Chapter Scholarship:** Awarded to a graduate of Langdon, Munich, Cando, Leeds, Minnewaukan, or Devils Lake High Schools. Student must be enrolled in Mayville State University for one year and exhibit good academic standing.

**Curt and Lydia Larson Scholarship:** Awarded to a student from either Traill or Towner County. Student majoring in education (math, science, elementary, business). Student must exhibit good academic standing.

## SCHOLARSHIPS

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**Bob Lauf Football Scholarship:** Scholarship awarded to a football player pursuing a degree at Mayville State University. Student should have a minimum 3.00 GPA. Scholarship is renewable.

**Dorothy Lee Scholarship:** Awarded to a student who is studying the field of English. This scholarship is not based solely on need.

**Lewy Lee Memorial Scholarship:** Awarded to a student on the basis of academic, athletic, or talent in the arts. The award is not based solely on need and the recipient must achieve satisfactory progress to renew the award.

**Ralph Lee Music Scholarship:** Awarded to a choir or band participant.

**G. C. Leno Memorial Scholarship:** Awarded to a student majoring in teacher education with an interest in educational administration. Preference given to a junior or senior student who has declared teacher education as his/her field of study and shows the potential to succeed in his/her education.

**Peter Lipsiea Memorial Scholarship:** Awarded to an incoming freshman from the Mayville-Portland area who is planning to major in business administration or education.

**R.C. Little Memorial Scholarship:** Awarded to a student interested in math or science and displaying an inclination toward the healthcare field. Preference given to upper-class individuals with a GPA of 3.00 or better.

**Joseph Lucken Scholarship (Bruflat Lutheran Church):** The recipient must be a confirmed member of Bruflat Lutheran Church, Portland, N.D. Preference given to a freshman. Student must show scholastic ability and have financial need.

**Wilfred and Grace Luckasen Alumni Scholarship:** Awarded to an individual who has completed at least one year of study at Mayville State and has been active in school activities. The scholarship is renewable, providing that the individual continues a high level of performance.

**O.B. Lura Family Scholarship:** Awarded to junior and senior who shows normal academic progress in college.

**Lyng Family Scholarship:** Awarded to a student who has officially declared a major in mathematics, has completed the usual calculus sequence, has at least a 3.25 GPA, and has the recommendation of the mathematics faculty.

**May-Port CG Education Association Scholarship:** Selected by donor and awarded to an education major from May-Port CG High School.

**Mayville State Alumni Golf Scholarship:** Preference given to an upper-class student (junior or senior ranking) showing the potential for completion of graduation requirements.

**Mayville State University Honor Scholarship:** Awarded to incoming freshmen and transfer students who show strong academic achievement and leadership potential. The amount is based on ACT/SAT scores and previous grade point average.

**Mayville State University Pride Award:** Awarded to a current student who best exemplifies the goals and values of MSU.

**Mayville State University Student Leadership Scholarship:** Student must be an active member of an officially recognized student organization, and have demonstrated leadership experience and potential. Current and newly elected organization officers will have priority consideration for these scholarships. Applicants must complete the MSU scholarship application and indicate their current and past membership in officially recognized student organizations.

**Mayville State University Women's Scholarship:** Awarded to a junior or senior woman with a minimum of a 3.00 GPA.

**Mayville Improvement Scholarship:** Awarded to a student from North Dakota. Preference given to a Traill County student.

**Mayville Women's Club Scholarship:** Awarded to a Mayville State University junior or senior with at least a 2.00 GPA who graduated from a high school in Traill County. The recipient must demonstrate financial need.

**McLain Family Scholarship:** Awarded to a student majoring in mathematics. The recipient must have a minimum of a 3.5 GPA, be a participant in a Mayville State University varsity sport, and possess financial need.

**Harvey and Eileen McMullen Scholarship:** Awarded to an MSU student in good academic standing.

**James McMullen Memorial Scholarship:** Preference given to a junior or senior student in need of financial assistance majoring in the field of business, and displaying academic progress in this field.

**Al and Helen Meyer Scholarship:** Awarded to a student attending Mayville State University showing the potential to complete a degree. Preference given to a baseball player. The student should be in good standing.

**Marian Munson Scholarship:** Preference for students with financial need.

**Music Performance Scholarship:** For students participating in voice or instrumental music.

**Frances and Joseph Nelson Memorial Scholarship:** Awarded to students from Nelson County.

**Norman E. Nelson Memorial Scholarship:** Awarded to a freshman or transfer student. Student must have a 21 ACT score or better, or a transferring cumulative GPA of 3.00 or better.

## SCHOLARSHIPS

**Northern Lights Art Gallery Scholarship:** Awarded to students interested in art or theater.

**Norgaard-Woken Scholarship:** Awarded to a student showing proper academic performance and exhibiting financial need. Student should exhibit character and a strong work ethic. The recipient shall be a graduate of Hatton High School, N.D. or Northwood High School, N.D.

**North Dakota Public Employees Association Scholarship:** Awarded to a deserving student, with preference given to a freshman son or daughter of NDPEA Chapter #46 member. Selection is made by the Chapter.

**Emilia Palmason Student Aid Fund:** Awarded to a student based on need: must be a full-time student showing potential for success in pursuing a degree. Preference given to a woman with a child who is a North Dakota resident.

**Robert and Josie Pederson Scholarship:** Awarded to a graduating senior from May-Port CG.

**Pembina County MSU Alumni Scholarship:** Awarded to students who graduated from a high school in Pembina County. Scholarship funds are raised yearly by Mayville State Alumni in Pembina County. A separate scholarship form is required and will be made available each spring in the Financial Aid Office.

**P.E.O. Sisterhood Scholarship:** Selected by donor.

**Non-Resident Merit Scholarship:** Awarded to freshmen and transfer students who are not residents of North Dakota or Minnesota. Canadian students from any province are also eligible.

**Clenora E. Quanbeck Library Science Scholarship:** Awarded to a junior or senior student who has started or is starting a Library Science minor.

**Robert Ralston Scholarship:** Awarded to a sophomore pursuing a science degree with graduate or professional school intentions. Preference given to a biology major. Renewable.

**Elwood Richmond Memorial Scholarship:** Awarded to a freshman or transfer student. Student must have a 21 ACT score or better, or a transferring cumulative GPA of 3.00 or better.

**Carl Rosevold Scholastic Scholarship:** Awarded to an academically worthy student from rural North Dakota. Preference given to a student majoring in elementary or secondary education.

**Jack & Janice Sand Family Scholarship:** Awarded to a direct descendant of the Jack and Janice Sand family. He/she must maintain a 2.00 GPA. In the event that no family member is requiring the necessary funds, the scholarship will be awarded to a student majoring in business and maintaining a 2.00 GPA.

**Schobel Scholarship:** Awarded to high-achieving returning students.

**Semmens Family Scholarship:** Awarded to an individual who demonstrates the potential of becoming an excellent teacher and has a cumulative GPA of 3.00 or better.

**Roger Snortland Football Scholarship:** Scholarship awarded to a football player pursuing a degree at Mayville State University. Scholarship is renewable.





## SCHOLARSHIPS

**Eunice Solberg Nesheim Scholarship:** Awarded to a student pursuing a degree in education who shows financial need and is a resident of North Dakota. Student must have a cumulative grade point average of 2.5 or above and not be on academic probation.

**Roy Standahl Scholarship:** Awarded to a new or continuing student in good standing.

**Tammen Family Scholarship:** For a student with financial need.

**Connie and Gary Tharaldson Athletic Scholarship:** Awarded to students participating in student athletics, with preference to North Dakota residents.

**Jerry Thayer Basketball Scholarship:** Awarded to an individual participating on the varsity basketball team at Mayville State.

**Anna and Andrew Thorson Memorial Scholarship:** Awarded to a student pursuing a degree in elementary education and showing adequate academic standing. The applicant(s) must be from Hatton High School and have a sophomore or above standing.

**Trall Aerie Eagles Club Scholarship:** Preference given to sons or daughters of Trall Aerie Eagles members. Financial need will be considered.

**Trall/Steele County Farmers Mutual Insurance Company Scholarship:** Two scholarships awarded to further the education of students showing the potential to complete the requirements for a degree. Preference given to those applicants who are members of a Trall/Steele County farm family.

**Ulland Family Scholarship:** Awarded to a descendant of Maria and Mathias Ulland showing potential for successfully completing a collegiate program. One or more scholarships may be awarded annually, subject to the earnings of the endowment. The award is renewable for four years based upon satisfactory scholastic progress.

**Harold and Leona Wenaas Business Scholarship:** Awarded to a junior or senior business major with a minimum 3.00 GPA.

**Worner-Schuler Family Scholarship:** Awarded to a student who shows the ability to succeed in any available academic program at MSU. Preference is given to relatives of Mabel Schuler, with secondary preference to a student who has demonstrated high academic achievement, who has been formally admitted into the teacher education program, and who is a participant in college athletics. The scholarship is renewable if the student continues to meet the eligibility requirements.

**Wymore Family Scholarship:** Awarded to a student majoring in Physical Science or going into medicine or pharmacy. Recipient must be a junior or senior with at least a 3.25 GPA. First preference is for a North Dakota resident, with Minnesota second.

An updated list of “available” scholarships is maintained on the MSU homepage at: [www.mayvillestate.edu](http://www.mayvillestate.edu)



# Student Services

## RESIDENCE HALLS

Residence halls at Mayville State University provide students with a living-learning environment that is an integral part of the total education purpose of the University. The halls are planned to provide comfortable and wholesome living environments that will enhance an individual's social, academic, personal, and cultural growth. All residence halls are staffed with conscientious and qualified personnel who coordinate closely with residents to develop a living-learning environment conducive to their individual growth.

The University operates the following residence halls for the convenience of students:

1. Agassiz Hall, whose renovation began in 2010 and will feature two different room styles. Freshmen and sophomores will be housed in four-person suites (total of 96 beds) that will include two bedrooms, a shared living room and private bath facilities. Upper-class students will be able to request housing in one of the two-bedroom apartments (total of 48 beds) that will feature two bedrooms, a shared living room, private bath facilities and a kitchenette. Study lounges and common kitchen facilities will also be provided on each floor, while the basement will feature a large lounge and laundry facilities.
2. Birkelo Hall houses students in a three-story, traditional style residence hall. Large corner rooms are predominant features of this building. Single and double rooms are available, with upper-class students having preference for single occupancy rooms.
3. Berg Hall was recently renovated and features a variety of single and double rooms as well as efficiency apartments with private baths. Upper class students have priority for the single rooms and efficiency apartments.

Each residence hall room is furnished with ample closet space, single beds, and all other necessary furniture. Students provide their own towels, pillow, bed linen, and spreads, study lamps, small rugs, and whatever else they need to make their rooms comfortable and home like. Students are responsible for their own room cleaning, with janitor service provided for all hallways, lounges, and other public areas. Each residence hall also provides laundry and ironing facilities for their residents. Each room features connections for cable television and computer networking, and Internet access. Land-line telephone service is not provided, but is available for an additional charge directly from a local service provider.

Any student is welcome to reside in the institution's residence halls, regardless of age or class status. Effective with the fall semester 2011, all freshmen and sophomore students who are less than 21 years of age, or who do not meet any of the exemptions, are required to live on campus in an approved residence hall. All students residing in campus housing must also contract for board with the MSU Dining Services. All freshmen are required to maintain a 10- or 14-meal board contract. Sophomore, junior, and senior level students must maintain a minimal food services plan.

The following categories of students are exempt from the institution's housing requirement, but they must complete an off-campus residence form for directory and emergency notification purposes and provide appropriate documentation (as indicated below), if requested.

1. Students who have at least 60 earned semester or 92 earned quarter credits. Documentation: A transcript indicating the number of earned credits.
2. Students who are 21 years of age at the beginning of the appropriate term of enrollment. Documentation: Verification of date of birth by a driver's license or other document.
3. Married students, and/or those who have dependents residing with them. Documentation: A marriage license and/or dependent birth certificates.
4. Students who have lived in a residence hall at MSU or another institution for at least 4 semesters (6 quarters). Documentation: A letter from an appropriate official at previous institutions verifying residence, or other proof of residence; i.e. paid billing receipts.
5. Students who have served on active duty in the military for at least 18 months. National Guard and Reserve members are not eligible for this exemption unless they have active duty service time of 18 months. Documentation: A copy of the military record DD 214.
6. Freshmen or sophomore students who are living at home with their parents or legal guardian. Documentation: Parents of eligible freshmen or sophomores should contact the Director of Housing by phone or in person to verify that their son or daughter will reside at home.

**Under no circumstances should students acquire off-campus housing without first securing permission from the Director of Housing.** The Housing Office will ascertain the residency status of each student and request documentation to verify a student's eligibility to live off-campus. Students who meet the above exemption

## STUDENT SERVICES

conditions must first provide the necessary documentation before assuming an off-campus residence. Students who wish to seek an exemption from this on-campus housing policy should first contact the Director of Housing. The office of the Director of Housing is located in Old Main 11. Additional exemptions may be authorized by the Director of Housing based on guidelines established by the Residence Life Sub-committee, including students with specific medical or health conditions and students who will become 21 years of age during the term.

Students who are found to be in violation of the MSU Housing policy may be subject to fines and/or room charges. Students who do not qualify for an exemption to this policy may appeal to the Residence Life Sub-committee. Students who request an exemption to the housing policy must do so at least three weeks prior to the end of the semester. Failure to submit a request and required documentation will subject the student to room and board charges for the semester. Contact the housing office (Old Main 11) for additional details.

Housing contracts are signed each year by students planning to live in residence halls. The contract is a legal document explaining the University's policies as well as its expectations of students. Standard procedures and regulations concerning residence hall living are contained

in the contract. Housing contracts are in force for an academic year. Students are held responsible for fulfilling the contract terms.

MSU Dining Services provides all food service on-campus. All students living in University residence halls are required to make a contractual agreement with the University for board. Seven-day meal plans are an option for all students. All contracts are considered legal and binding when the student pays his tuition and fees. Board changes should be made prior to the end of the preceding semester. Board contracts do not include University vacation periods when school is not in session. (Fall Semester- Winter Break, Spring Break-March) All meals are served in the Campus Center Dining Room and Snack Bar according to the schedule posted outside the Dining Room. Policies: The food service provides sack lunches to those who cannot eat during regular serving hours (because of class or work conflicts). Students must present the food service director either their class schedule or verification from their employer as to their work schedule.

MSU is committed to maintaining an academic and social environment conducive to the intellectual and personal development of students. The University is also committed to the safety and welfare of all members of the University and residence hall community including a healthy living and learning environment. MSU has a responsibility to support students whenever University personnel believe the student is in need of assistance. This responsibility extends to "notification of parents" which is permitted under the 1998 Amendment to the Family Education Rights and Privacy Act (FERPA). Therefore, parental notification may occur at Mayville State University after an offense where alcohol or drugs are involved.

The University reserves the right to assign or reassign space for the benefit of an individual student and/or living unit. The University reserves the right to refuse housing to any student who is delinquent in the payment of housing bills or has demonstrated an unwillingness to abide by housing rules and policies. Reasonable notice of termination will be given. All students desiring rooms in University residence halls must submit a Housing Request Application Form accompanied by a \$50 room reservation fee payment receipt to the Student Services office before room assignments will be made. Room assignments are made in order of receipt of application and reservation fee payment. Room reservation fee payments should be submitted prior to August 1 to avoid processing delays. Roommates requesting each other should apply for a room at the same time.

All students living in the University's residence halls agree to comply with existing rules and regulations governing students' conduct and responsibility. These conditions are explained in the Student Handbook and





the Residence Hall Handbook and are available at [http://www.mayvillestate.edu/about\\_msu/policies\\_reports.cfm](http://www.mayvillestate.edu/about_msu/policies_reports.cfm)

In addition, students are expected to comply with federal, state, and local regulations, and are subject to announced room inspections for health, fire, and safety purposes.

## **FAMILY HOUSING**

The University also provides apartments for the convenience of married or single parent students and their families. These units are partially furnished or unfurnished, with rents that vary accordingly.

The Director of Housing supervises all student housing. All requests for housing or questions concerning housing should be addressed to: Director of Housing, Mayville State University, Mayville, North Dakota 58257-1299.

## **CHILD DEVELOPMENT PROGRAMS**

The Child Development Programs provides the foundation for meeting two general goals: 1.) to provide comprehensive services for children and families ages six weeks to twelve years; and 2.) to provide a quality learning environment for Mayville State University students. Both goals are accomplished by the CDP offering comprehensive Head Start, Early Head Start, Pre-K and Child Care services to children and their families across a five-county service area in eastern North Dakota. The CDP provides a hands-on training environment conducive to the needs of Elementary Education and Early Childhood students.

For information about the services provided by the CDP, please contact our office. There is required paperwork for all programs and waiting lists for some. The services are open to all children and families in the Traill, Steele, Griggs, Nelson and rural Grand Forks counties.

The Child Development Programs prides itself in providing top quality services to the communities in the service area and Mayville State University.

## **CAMPUS PROGRAMMING**

MSU's Office of Campus Programming organizes a wide variety of social and recreational programs throughout the year. Acting as a clearinghouse for all campus programs the Office of Campus Programs works with Student Activities Council (SAC) and all campus organizations on the development, organization and implementation of student activities.

SAC, in coordination with Student Senate and other student organizations and advised by the Director of

Campus Programming, is responsible for planning many of the social activities for students. Homecoming and Spring Fling events typically highlight a year full of opportunities for social gathering. Dances, movie nights, hypnotists, comedians, casino and karaoke nights are just a few of the well-attended activities planned by SAC and other organizations.

Students living in campus residence halls are encouraged to take advantage of MSU's Residence Hall Association (RHA). RHA strives to encourage educational, social, and personal growth in residents, promoting positive living and learning environments within the halls. Members have the opportunity to facilitate monthly activities and to participate in regional conferences and retreats.

The Office of Campus Programming is also concerned about students' emotional, physical, and spiritual well being. Campus Programming offers many programs covering a wide variety of topics each year. Alcohol and other drugs, risk reduction, HIV/AIDS awareness, human sexuality, relationship development, physical wellness, and stress management are just a few of the subjects that have been addressed by nationally and regionally recognized speakers, as well as some of our own faculty and staff. MSU attempts to address student concerns related to wellness in manner that is most positive and effective by securing student input via surveys, student membership on committees, and direct communication with student organizations.

## **ORIENTATION**

University faculty and staff provide a comprehensive program for all new students. Students have the opportunity to participate in a special pre-registration program during the summer and prior to the beginning of fall term classes. They have the opportunity to take part in planned orientation functions including campus familiarization, academic advising, placement testing, early registration, housing assignments, and a variety of social activities.

## **FIRST YEAR EXPERIENCE AND LEARNING COMMUNITIES**

Incoming first-year freshmen students are required to enroll in our first-year experience course, PSYC 100-Seminar on Success (SOS). This class gives students the opportunity to connect with other new students entering Mayville State University and help students become acclimated to the campus and community.

Your advisor will be your instructor for the course so you will have numerous face-to-face opportunities to develop

## STUDENT SERVICES

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that relationship and receive guidance.

In addition to PSYC 100, those students admitted at the associate level will also enroll in a study skills course, EDUC 101S-Academic Skills Development. These courses are designed to help the student develop skills necessary for college success and connect the student with resources that may be beneficial for advancement in the institution.

### ACADEMIC SUPPORT SERVICES

#### Developmental Instruction

Courses in Developmental Math and English are available to prepare students for college-level work. The courses are designed for students who need assistance developing skills that promote successful performance in college.

#### Academic Support Services

Academic Support Services are available to any student who would like opportunities and resources to enhance his or her academic experience at Mayville State University. Services include: Supplemental Instruction (academic support program that utilizes peer assisted study sessions); traditional study groups; computerized

assisted instruction (ranging from basic skills to more advanced skill improvement); assistance in effective study strategies; etc. (A class in academic skills development is available for credit.) Additional appropriate services and accommodations are available for students with documented disabilities. Persons wishing academic accommodations should register with the Academic Support Center office. The Academic Support Center office is located in the Classroom Building, CB 109.

### COUNSELING SERVICES

Students are confronted with a variety of situations and decisions at Mayville State University. Counseling Services exist to help students learn to deal effectively with problem areas in their lives. Assistance is provided in such areas as personal development, coping with conflict, improving self-understanding and interpersonal relationships, time management, and developing realistic career plans. Referrals to professional counseling services off-campus are available as needed.

Appointments for counseling may be made by contacting Counseling Services, located in CB 115.



## CAREER DEVELOPMENT

### CAREER SERVICES

Career Services, located in Classroom Building 115, offers a number of vital services to students, staff, and alumni. The office serves as a resource center for information and experiences that identify opportunities for making informed and responsible career decisions in a labor market characterized by economic, demographic, and technological change. Information is provided via printed materials, online resources, seminars, and one-on-one career advisement. Career Services and Internship staff also maintain the MSU Jobs Network, an online resource of full-time and part-time jobs, local jobs, campus jobs and internships. The Career Services and Internship staff also assists students with job-seeking skills including cover letter, resume development, interview techniques, networking strategies, career fair preparation and job-searching strategies. Graduating seniors and alumni are offered various forms of assistance to help them find appropriate and satisfying employment or to seek opportunities for additional education. Career Services maintains an extensive web site at [www.mayvillestate.edu/careers](http://www.mayvillestate.edu/careers).

### INTERNSHIP

The MSU Internship Program provides all students, in all majors, with the opportunity to work in a field related to his/her academic major and to earn academic credit as well as a salary for this work experience. Internship jobs can be in any location throughout the country, and are encouraged in all academic semesters, as well as the summer session. Students have interned for small firms as well as regional, national, and internationally known companies. Internships cover a wide range of experiences, including employment in private industry, governmental agencies, and non-profit organizations.

An internship experience benefits students by providing the opportunity to explore career options and career-related experiences. It also provides the opportunity to earn income that can be applied to the costs of a college degree. A growing majority of employers are expecting today's graduates to have successfully completed internship work experiences.

Students should begin applying for internship experience once they reach their sophomore year. Exceptions can be made for earlier applications, however, and will be reviewed on an individual basis.

Employment can be: 1.) full-time – work full-time for a semester(s) or summer; 2.) part-time – usually a local job that is combined with full or part-time studies. There is

no limit to the number of internships that a student may have.

Academic credit is granted by each academic division through student enrollment in the discipline course number 497S entitled “Internship” and usually ranges from 1 to 5 credits per semester. A maximum of 10 semester credits may be applied to a degree. Exceptions may be granted only by approval from the appropriate Division chair. Students registered through an internship 497S course and employed in a full-time internship position, as documented, are granted full-time equivalent student status by the University for financial aid purposes. **Students who have registered for any Internship 497S course should check with the Financial Aid Office to verify all matters related to financial aid eligibility, verification of student enrollment, eligibility for Veterans Administration benefits, and any other reporting or status questions which must be documented by the institution.**

### JOB SHADOWING

A job shadowing program, which promotes career exploration, is coordinated through Career Services and is available to any Mayville State student. A student wishing to spend time with a person employed in a career they are considering need only make a contact with Career Services to have a visit arranged. They may “shadow” for a few hours or simply conduct an information interview to learn the specifics of a career.

### STUDENT EMPLOYMENT

The staff of Career Services gathers campus job opportunities from all departments and publishes those job postings online at the MSU Jobs Network. The staff also maintains lists of local, part-time off-campus employment for students.

### TECHNOLOGY CENTER

The Traill County Technology Center (TCTC) is a business incubator located on the MSU campus. The TCTC was established to provide a professional environment for entrepreneurs to start their own business, and to assist existing businesses that want to expand or relocate to our Center. A primary goal is to assist students with starting their own business while they are still students.

The TCTC works closely with local and state economic developers to provide resources necessary to begin a successful business.



## STUDENT SERVICES

An added benefit to MSU students may be an opportunity to work as an intern for businesses that are located in the TCTC.

The TCTC Web site is at [www.trailtechnology.org](http://www.trailtechnology.org).

### BOOKSTORE

The Bookstore, for the convenience of students, faculty, and the University community, is located in the Campus Center. Required course materials, textbooks, general reading books, classroom and computer supplies, imprinted sportswear and memorabilia, and various other student needs are available for purchase. The Bookstore also provides a book ordering service for those items not in stock.

A student book buy is held during finals of each semester to aid in the availability of used textbooks for the students.

Online book ordering is available at [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).

### BYRNES-QUANBECK LIBRARY

The Byrnes-Quanbeck Library has a book and multi-media collection of over 100,000 items as well as over 500 magazine, journal, and newspaper subscriptions. Of particular interest may be the special collection of North Dakota materials and the growing DVD movie collection.

The online catalog provides access not only to the Library's own collection but also to that of libraries throughout the country and the world. Other 24/7 online databases provide full-text articles from journals, magazines, and newspapers.

With a seating capacity of 180, the Library has wireless access to the Internet. There are small rooms for group work, individual study carrels, and lounge reading areas. The Library also houses the interactive video network.



### DINING SERVICES

The Mayville State University Dining Services is a daily operation located in the Emil Seim Dining Center and Comet's Landing snack bar in the Campus Center of Mayville State University. During the fall and spring semesters, brunch and dinner are available Monday through Sunday. An electronic access system is used for dining patrons.

Comet Cash is a prepaid option for your dining convenience.

Catering services are available for both on- and off-campus.

### STUDENT HEALTH CENTER

The University provides a service to assist students with routine medical problems. Office hours are posted in Berg Hall and are announced each term. **(NOTE: After hours and/or weekend emergency situations should be referred to your Residence Hall Director and/or the local hospital or clinic).**

Students may obtain consultations, care for minor ailments, and various other wellness related services. Uninsured students are entitled to one (1) free office call (for illness only), at the Mayville Meritcare Clinic each year. An authorization slip must be presented at the time of the clinic visit. If a student is sick, he or she must notify the Student Services Office or the Health and Wellness office so instructors may be notified. (In case of serious illness, parents are notified.)

The cost of doctors, prescriptions, X-rays or laboratory work is paid for by the student if they are not covered by personal insurance. ALL STUDENTS are encouraged to carry health insurance if they are not covered by parental policies. A low-cost health insurance policy for students who do not have other coverage is available through a local company. Contact the Student Services Office in Main Building 107 for more information.

**REMINDER:** Student athletes are required to take a physical exam prior to involvement in their specific sport. Also, all students are required by state law to show proof of two measles-rubella immunizations upon registering for classes. International students from certain foreign countries are also required to provide proof of testing for tuberculin.

## VETERAN EDUCATION COUNSELING SERVICES

Mayville State University works closely with the Veterans Administration in providing educational opportunities for discharged veterans.

Veterans will be admitted to the University upon the completion of entrance requirements, national test results, or by enrolling as special students. Admission requirements and application materials are available by mail or in person by contacting the Admissions Office.

The University makes every effort to help returning students. If veteran educational benefits are not sufficient to meet attendance costs, the Financial Aid Office may make arrangements for needed reserves through various grants, loans, scholarships, or student employment to cover expenses.

### STANDARDS OF PROGRESS:

1. A veteran or eligible person attending Mayville State University and receiving assistance from the Veterans Administration is required to maintain academic standards of progress as outlined in the section of this catalog entitled "Scholarship Requirements."
2. Any veteran student who fails to maintain the required cumulative GPA and show progress toward the completion of his/her educational objectives will be reported to the Veterans Administration for unsatisfactory progress.
3. Any time a veteran reduces his/her credit hour load below that certified, this fact must be reported to the Veterans Administration with the effective date being the date he/she last attended class. The Veterans Administration will then contact the veteran to show adequate reasons (mitigating circumstances) why his/her benefits should not be adjusted to the beginning of the term.

Any questions concerning Veterans Administration policy should be addressed directly to the Regional V.A. Office (toll free telephone: 1-888-442-4551). The Student Services Office is also available for veteran educational information (Old Main 106).

## VOCATIONAL REHABILITATION

Vocational Rehabilitation has been serving people since 1920. Eligibility is based on a diagnosed disability, either physical or mental, that constitutes a substantial handicap to employment and a determination that the individual can benefit from Vocational Rehabilitation services.

It is a public service financed by state and federal funds, designed to develop, improve or restore the working usefulness of handicapped persons.

### SERVICES PROVIDED:

1. Diagnostic and evaluation services;
2. Vocational development and counseling;
3. Physical and mental restoration services;
4. Assistance with post-secondary education: vocational/technical schools and colleges; and
5. On the job training.

For additional information, or for a reference to the area Vocational Rehabilitation office, contact Academic Support Services in Classroom Building 108.

## STUDENT CODE OF CONDUCT

Students of Mayville State University are entitled to fair and equal treatment in access to programs, facilities, and activities of the University, in accordance with the Constitution and laws of the United States, the Constitution of North Dakota, and the policies of the State Board of Higher Education. Students of the University are entitled to competent academic instruction and fair treatment in academic evaluation. In matters of campus discipline, students are entitled to prompt and fair procedural due process.

Mayville State University is committed to the view that an important purpose of higher education is to develop mature and responsible adult citizens and community leaders. Likewise, the University expects that, on- or off-campus, students will conduct themselves with courtesy, truthfulness, respect for law, and a thoughtful concern for the rights of others.

## DRUG FREE SCHOOLS AND COMMUNITY POLICY

The abuse of alcohol and drugs represents a major health problem in the United States today and poses a potentially serious threat to the health and welfare of the members of the Mayville State University community. For these reasons the following statement regarding drug and alcohol use by students and employees at Mayville has been issued:

As a condition of their employment or enrollment at Mayville State University, a student or employee will not engage in the unlawful manufacture, distribution, possession, or use of a controlled substance nor engage in the unlawful possession, distribution, or use of alcohol on University property or as a part of any University

## STUDENT SERVICES

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activity during the period of employment or enrollment. Furthermore, any employee or student of Mayville State University agrees to obey federal, state, and local laws relating to the unlawful possession or distribution of illicit drugs and alcohol, and abide by sanctions, which the institution may impose for violations of its standards of conduct, up to, and including termination or suspension. If an employee or student is convicted of an alcohol or drug-related offense occurring on campus, he/she must notify the institution within five days of such conviction.

In addition, federal law mandates that Mayville State must communicate information regarding the conviction of a student or employee for a drug- or alcohol-related offense, which occurs on campus to the appropriate federal agency within ten days.

### POLICY INFORMATION

In compliance with the Higher Education Amendments of 1998, Mayville State University provides consumer protection information to current students and employees about the institution. In addition, all prospective students, prospective employees, parents of current and prospective students, and members of the general public may obtain this information upon request. Specifically, this information is supplied in compliance with the Drug-Free Schools and Communities Act, The Campus Security Act, and the Student Right to Know legislation. The following information is available on the MSU Web site at the following address: [www.mayvillestate.edu/-About MSU/Policies Reports.cfm](http://www.mayvillestate.edu/-About_MSU/Policies_Reports.cfm). It may also be obtained, upon request, in printed form from the Student Services Office in Old Main 107 (Phone: 701-788-4875). Ray Gerszewski, Vice President for Student Affairs, is the designated University employee to contact for assistance in obtaining any of the following information:

**Student Concerns:** Student concerns about specific issues should generally be addressed to the respective office or University employee for resolution. Details are provided at: [www.mayvillestate.edu/-About MSU/Policies Reports.cfm](http://www.mayvillestate.edu/-About_MSU/Policies_Reports.cfm).

**Institutional Security Policies and Crime Statistics:** Includes a statement of current policies regarding procedures and facilities for students and others to report criminal actions occurring on campus and policies concerning the institution's response to those reports.

Includes a statement of current policies concerning security of and access to campus facilities; a statement of current policies concerning law enforcement on campus; a description of the type of programs designed to inform students and employees about campus security

procedures; and a description of the programs designed to inform students and employees about the prevention of crimes. Statistics concerning the occurrence of campus criminal offenses reported to local police agencies or to any official of the institution are gathered and documented for the following crimes and incidents: murder, rape, robbery, aggravated assault, burglary, motor vehicle theft, hate crimes, and violations of campus liquor, drug and weapons possessions regulations. Available from the Student Services Office in the Campus Security Act Report.

**Sexual Violence Policies:** Includes information about campus programs to prevent sex offenses and procedures to follow when a sex offense occurs. Also includes procedures for campus disciplinary action in cases of alleged sex offenses; sanctions the institution may impose following disciplinary proceedings and availability of resources and support for sexual-assault victims. Available from the Student Services Office in the Sexual Violence Policies and Related Information report.

**Alcohol and Drug Policies:** Includes a statement of institutional policy regarding the possession, use, and sale of alcoholic beverages and illegal drugs and the enforcement of federal and state laws governing underage drinking and use/possession of illegal drugs. Also includes a description of drug and alcohol-abuse education programs sponsored by the institution. Available from the Student Services Office in the Drug-Free Schools and Communities report.

**Equity in Athletics:** Includes information about the number of male and female students enrolled at the institution including the number of athletic participants for each team. Also includes the total operating expenses for each varsity team, the gender of each team's coaching staff, the amount of money spent on athletically related aid for male and female sports teams, the ratio of athletic aid awarded for male vs. female athletes, the amount of money spent on athletic recruitment, the total annual revenue generated by athletic teams, and the salaries of head coaches of all varsity teams. Available from the Student Services Office in the Student Right To Know – Equity in Athletes Report.

**Information on Completion and Graduation Rates for All Students and Student Athletes:** Includes information about cohorts of new, full-time, first-time undergraduate freshmen who enroll in the fall term and who complete degrees within six years, or who transfer to another four-year program within that time frame. Specific information about the completion and graduation rates of student athletes within each cohort group is also provided. Available from the Student Services Office in the Student Right to Know - Completion and Graduation Rates report.



## FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University makes the following statements about the student/graduate records it maintains:

TYPE OF RECORD	RESPONSIBLE OFFICIAL	PERSONS WHO HAVE ACCESS	PURPOSE OF ACCESS
Admissions File	Director of Admissions	Academic Advisors Academic Records Admissions and Enrollment Services	Admissions and Advising
Credential File	Director of Career Services	Career Services	Job Placement
Permanent Academic Records	Director of Academic Records	Academic Advisors Admissions Academic Records	Academic Evaluation
Advising File	Director of Admissions	Academic Advisors	Student Evaluation and Advising
Student Accounts	Vice President for Business Affairs	Business Office	Accounting
Student Financial Aid File	Director of Financial Aid	Financial Aid	Administrative and Record Keeping
Transcript Requests	Director of Academic Records	Academic Records	Administrative
Veteran Files	Director of Veterans Affairs	Student Services	VA Counseling and Correspondence

Students who are or have been in attendance at Mayville State have certain rights to request, inspect, review, and challenge the records maintained by the institution under the provisions of the Act.

Mayville State does not permit access to or the release of education records or personally identifiable information contained therein (other than directory information) of students without the student's written consent, other than to officials of the institution and those granted access by the Act.

### DIRECTORY INFORMATION

The following student information is considered to be directory information and is not subject to the above restrictions of public access or release:

1. Name (all names on record)
2. Address (all addresses on record)
3. E-mail address (all electronic addresses on record)
4. Phone number (all phone numbers on record)

5. Weight, height and photos of athletic team members
6. Date of birth
7. Place of birth
8. Major/minor fields of study (all declared majors/minors)
9. Class level
10. Dates of attendance
11. Enrollment status
12. Names of previous institutions attended
13. Participation in officially recognized activities/sports
14. Honors and awards received
15. Degree earned (all degrees earned)
16. Date degree earned (dates of all degrees earned)
17. Photographic, video or electronic images of students taken and maintained by the institution

Within 14 calendar days after the first day of class, any student at Mayville State may inform the Academic Records Office that any or all of the directory information relating to that student should not be released without that student's consent.

## STUDENT SERVICES

### RECORDS NOT AVAILABLE TO STUDENTS

1. Financial records of the parents of the student.
2. Confidential letters and statements of recommendation placed in the education records prior to January 1, 1975.
3. After January 1, 1975, confidential recommendations concerning admission, application for employment, or receipt of an honor or recognition, are unavailable to student access if the student has signed a waiver of access.

### RELEASE OF INFORMATION

#### WITHOUT CONSENT

In addition to certain individuals, government officials and agencies enumerated in the law, student education records may be released, without consent, to:

1. Accrediting institutions
2. Parents of dependent student (as defined in Section 152 of the IRS Code of 1954)
3. Appropriate persons in case of emergency if such information is necessary to protect the health or safety of the student or other persons.

### MATERIALS NOT INCLUDED IN EDUCATION RECORDS

The following materials are not directly accessible to students:

1. Personal notes and other materials, such as a teacher's daily record book created by individual University personnel as memory aids, provided they are not revealed to another person other than in the case of a substitute who performs another's duties for a temporary period.
2. Law enforcement (including campus police) records provided they are kept separate from education records, are for law enforcement purposes only, and are only available to other law enforcement officials from the same jurisdiction.
3. Records of physicians, psychiatrists, psychologists, or other professional or para-professionals used in treatment of the student. These records are available only to those providing treatment, but a second physician or other professional of the student's choice may review them.

Any student at Mayville State University may review the complete text of the Family Educational Rights and Privacy Act of 1974 and implementing federal regulations at the Academic Records office. Questions regarding the act or student rights should be directed to the Director of Academic Records.

### ACADEMIC RECORDS OFFICE

The Academic Records Office maintains permanent academic records for the University, provides academic transcripts upon written request, and conducts all registration and drop/add procedures for students. Other responsibilities of the Academic Records Office include: evaluation of transfer credit; official graduation audit; enrollment reporting; institutional research; Family Education Rights and Privacy Act (FERPA); class scheduling, enrollment verification; identifying students on dean's list and academic probation, maintaining and implementing the Student Academic Assessment Report; determining athletic eligibility; determining eligibility for teacher education, student teaching, and internship; and certifying graduates for teacher certification. The office also handles commencement and produces fall, spring and summer class schedules.

Students needing further information should contact the Office of Academic Records, MSU, 330 Third St NE, Mayville, ND 58257-1299, phone 701-788-4774.

### EDUCATIONAL RECORDS

Educational records, including but not limited to a student's academic transcript, may be released by a North Dakota University System (NDUS) institution to another NDUS institution without prior written consent, provided the student has applied for admission to the second institution.



# Information Technology

## OFFICIAL COMMUNICATION

Mayville State University considers the University's e-mail system an official means of communication. It is recommended that students frequently access their assigned University e-mail accounts for official information.

### MSU E-Mail System

### M1901.3

Mayville State University's policy on the University's e-mail system.

1. Mayville State University considers the university's e-mail system, e.g. employee's or student's username@mayvillestate.edu (the MSU email naming convention) along with the United States Postal Service, an official means of communication.
2. The university will consider employees and students to be duly informed and in receipt of notifications and correspondences sent by an college administrator, staff, or faculty delivered to an employee's or a student's university e-mail account. It is recommended that employees and students frequently access their university assigned e-mail account for official information.
3. Individuals may choose to have their @mayvillestate.edu e-mail account forwarded to an offcampus account. Such individuals, however, are responsible for managing their disk quota such that there is room for new mail to arrive and for forwarding their Mayville State University e-mail account to a functioning alternative e-mail address.
4. The University is not responsible for delivery problems to non-official e-mail accounts.

## HELP DESK TECHNICAL SUPPORT

The MSU Help Desk located in Main Building provides technical support for computers, computer networking, and interactive video services. The MSU Help Desk is available for phone and walk-in support approximately 10 hours per day, Monday-Thursday and 9 hours on Friday. A North Dakota University System Help Desk provides additional phone support for approximately 16 hours per day, seven days per week, except holidays.

## WEB PORTAL

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

## ONLINE LEARNING MANAGEMENT SYSTEM

All MSU classes use a LMS (Learning Management System) to enhance student learning. The LMS includes tools for syllabi, 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 most of the available tools. MSU's current LMS is 'Moodle.'





## INFORMATION TECHNOLOGY

### SOFTWARE LICENSING AND DISTRIBUTION

MSU obtains institutional site licenses for a variety of professional software. Microsoft Office Professional and antivirus software are available. Other software is distributed to users based on the unique needs of learners and courses. The software is professionally installed on University-owned computers and the Tablet PCs.

### 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 MSU Library. This service extends valuable library resources to online students and to students studying off-campus.

### CAMPUS CONNECTION

Campus Connection 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.

### TABLET COMPUTERS

Every full time, on-campus student is issued a Tablet computer for the entire semester. Part-time on campus students can gain Tablet PC access, as follows:

1. Check out a Tablet PC from the Help Desk as needed for coursework and as available for homework; or
2. Pay an additional fee (based on credits enrolled) and be issued a Tablet PC for the entire semester. The cost of option 1 is included in the technology fee.

All users participating in the Tablet initiative get a new computer every 24 months and software is upgraded at least annually. Tablet PC access includes Microsoft Office

Professional (Word, PowerPoint, Excel, Access), Movie Maker (editing and DVD authoring), Antivirus, a computer carrying case, and a computer exchange service in case of damage or corruption. All MSU graduates participating in the Tablet PC initiative have the option to purchase the Tablet at the end of each lease.

### ON-CAMPUS IT SERVICES

In addition to Tablet PCs, classes and workshops held on the MSU campus have access to information technology services.

### NETWORK CONNECTIONS

Tablet PCs can connect to the Internet via Ethernet or 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, and LCD projectors are available for periodic checkout from the Help Desk. This is a free service to all users.



# Academic Information

## ACADEMIC YEAR AND UNITS OF CREDITS

The academic year is divided into two semesters (fall and spring) approximately 16 weeks each, totaling 160 instructional days, and various summer sessions consisting of six-weeks, ten-weeks, first four-weeks, second four-weeks, and mini sessions. Students may enter the University at the beginning of any term although the academic year begins officially with the fall semester.

The unit of credit is known as the semester hour credit and represents one classroom contact hour per week (50 minutes) throughout the semester. Three-credit classes normally run 50 minutes in length Monday, Wednesday, Friday or 75 minutes in length on Tuesday and Thursday.

### Definition of Course in Residence

A course in residence is a course offered by Mayville State University at any of its approved sites using any approved method of delivery.

## GRADUATION REQUIREMENTS

General education and major and minor requirements are those stated in the catalog that is current at the time the student first enrolls at Mayville State University. These curricular requirements will be used by the student for a period not to exceed six years. The six-year period runs without regard to continuous enrollment. The student does have the option of electing the curricular requirements stated in the current catalog with approval of an advisor and Division chair. Students who have not graduated after six years from the time they first enroll at Mayville State University, will be subject to curricular requirements stated in the most-current catalog.

Course substitutions require approval of the faculty advisor, Division chair of the course involved, and the Registrar. Substitution forms are available from the Office of Academic Records. Students are responsible for securing this approval.

Application for graduation must be filed with the Registrar during the semester previous to the term in which the student expects to graduate. The deadlines for applying are listed on the academic calendar at the front of this catalog. The Registrar will audit the academic records of students expecting to graduate during the semester prior to graduation and will inform the student and his/her advisor of any remaining requirements before registration for the final semester. The Degree Audit is used for advising purposes and becomes an official document when signed by the Registrar.

### Associate of Arts Degree Requirements: (A.A.)

1. Candidates for the Associate of Arts degree must have earned a minimum of 64 hours and must also complete specific program requirements.
2. A degree is granted only to students who have earned at least 15 semester hours in residence.
3. Candidates must have a grade point average (GPA) of at least 2.00 for the general overall average, all credits applied to a degree program, and for all courses attempted at Mayville State University.
4. All transfer students must complete a minimum of nine (9) letter-graded unduplicated semester hours of the coursework required for the major from Mayville State University.
5. Advisor and Division chair approval are required.
6. The student is solely responsible for making sure all graduation requirements are met.
7. Institutional requirements include HPER 100- Concepts of Fitness and Wellness and HPER 210- First Aid and CPR; however, the IT Certificate program is not required for graduation for A.A. candidates.

### Bachelor's Degree Requirements:

(B.A. / B.S. / B.S.Ed. / B.U.S. / B.A.S.)

1. Completion of a minimum of 120 semester hours is required for a four-year degree. At least 36 semester hours must be in the upper-division courses (300-400) level. The credit hours must be distributed among the various subject matter fields in accordance with the program outlined for each degree and major/minor fields of study. Students are responsible to ensure coursework fulfills requirements for the major/minor in their designated degree. For additional Teacher Education Degree requirements, refer to the "Education" section.
2. A degree is granted only to students who have enrolled at Mayville State University for at least two semesters and who have earned at least 30 semester hours in residence.
3. Candidates must have a minimum grade point average (GPA) of at least 2.00 in the general education core. All degrees require a minimum cumulative grade point average (GPA) of a 2.0 Some programs, including those leading to licensure in teaching, require a higher GPA and are detailed in program information located in this catalog.
4. Candidates must complete all the general education course requirements with a GPA of at least 2.00.
5. Candidates must earn at least a 2.00 GPA for each

## ACADEMIC INFORMATION

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major and minor field of study as well as any specialization area granted. (Some major and minor programs have a higher GPA requirement.)

6. All transfer students must complete a minimum of nine (9) letter-graded unduplicated semester hours of the coursework required for the major, and six (6) letter-graded unduplicated semester hours of the coursework for the minor, specialization or concentration from Mayville State University.
7. Advisor and Division chair approval are required.
8. Students pursuing a degree from Mayville State who already hold a baccalaureate degree from a regionally accredited institution must complete the general education program requirements for the specific major. The student must complete all requirements for the major and/or acceptance into the program. A minor or concentration will not be required for the additional degree from Mayville State University. If a minor, concentration, or specialization is desired and is to be placed on the transcript, at least six (6) letter-graded unduplicated semester hours of the coursework must be completed from Mayville State University.
9. It is strongly encouraged that students meet with their academic advisor each semester.
10. The student is solely responsible for making sure all graduation requirements are met.

Candidates for graduation are encouraged to attend their commencement ceremony. The event is held once a year at the end of spring semester on the Saturday after finals week in the middle of May, at the Lewy Lee Fieldhouse. Graduate candidates with no more than 18 semester credit hours remaining and currently registered for those courses may walk at the ceremony and their name will appear on the official commencement bulletin. Those candidates in attendance at the ceremony will receive a diploma cover. Diploma inserts will be sent to the address provided on the graduation application shortly upon degree completion.

### DOUBLE DEGREES AND SECOND DEGREES

Students may earn two or more bachelor's degrees provided the degrees are different. Students cannot earn two Bachelor of Science degrees such as a B.S. in Business Administration and a B.S. in Biology. Another example would be a B.A. in Applied Psychology and a B.A. in English. (For examples such as these see "Double Major" below.) Students must meet all major and minor requirements for each degree. A minimum of 30 unduplicated additional credits beyond the first degree toward each additional degree is required. The degrees may be earned concurrently (Double Degrees) or at different times (Second Degrees). For more detailed information contact the Registrar.

### DOUBLE MAJOR

Students may earn a single degree with more than one major. Core requirements for each major must be completed, keeping in mind the 120 minimum semester credits required for a baccalaureate degree.

### MAJOR/MINOR DESIGNATION

Mayville State University allows students who have previously earned a four-year degree at another undergraduate university to pursue a Mayville State University major or minor. The department chair with assistance from the Office of Academic Records will evaluate transfer credit and verify all requirements have been met. The student must complete 30 semester hours at Mayville State (residency requirement). Nine SH is the minimum required for a major and six SH for a minor. Recording of the major or minor will be in the form of a comment on the student's academic transcript.

Students wishing to complete a teaching major or minor should be in contact with the North Dakota Education Standards and Practices Board (ESPB) or any other state licensing board regarding necessary licensure requirements. The Mayville State University Education Chair, responsible for Teacher Education, must verify all professional licensure requirements are met. The Registrar will certify the teaching major or minor. Questions can be directed to the Office of Academic Records at 701-788-4774.



## COMMENCEMENT PARTICIPATION POLICY

In an effort to allow students a more convenient access to a commencement ceremony, students may request to attend the spring commencement ceremony if they meet all of the following conditions:

1. The student has applied for graduation;
2. The student has no more than 18 semester hours remaining to graduate and is currently registered for those courses; and
3. The student has no outstanding incomplete grades.

Apply for early commencement participation through the Office of Academic Records.

## NORTH DAKOTA UNIVERSITY SYSTEM TRANSFER AGREEMENT

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

## COMMON COURSE NUMBERS

All universities and colleges in the North Dakota University System (NDUS) have agreed on Common Course Numbers (CCNs) for many of the courses they have in common. When students transfer from one NDUS institution to another, the CCN transfer courses will fulfill all the same requirements, as would the CCN course at the new school. Course descriptions for each course are found under the individual department sections. The CCN notation in the course description indicates MSU courses that are recognized as common within the North Dakota University System. A complete CCN course listing is located at [www.ndus.nodak.edu/students/ccn/matrix](http://www.ndus.nodak.edu/students/ccn/matrix).

## MINNESOTA TRANSFER STUDENTS

Students who transfer to Mayville State University with an Associate of Arts degree and have completed the Minnesota Transfer Curriculum requirements will be exempt from additional lower-division general education courses. These students will be deemed to have satisfied the general education requirements. Please note there may be program specific general education requirements to a major or baccalaureate degree.

Associate of Science and Associate of Applied Science degrees may transfer in two years of coursework but do not meet the general education requirements as a block, though courses will be evaluated individually to determine if they meet specific general education requirements.

Mayville State institutional graduation requirements are not required for students who have earned a two- or four-year degree.



## ACADEMIC INFORMATION

### GENERAL EDUCATION STATEMENT OF PHILOSOPHY

Mayville State University requires all baccalaureate graduates to complete a program of General Education. This program assists students in achieving lifelong goals in literacy, higher order thinking, numeracy, global/political issues and aesthetic sensitivities. Through technology-enriched instruction, students acquire basic knowledge in the behavioral and social sciences, the natural and physical sciences, mathematics, humanities and the fine arts, and health and physical education.

### GENERAL EDUCATION REQUIREMENTS

Candidates for all baccalaureate degrees are required to complete the general-education requirements of the University. The general-education requirement is the component basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the University. The general-education requirement is intended to provide students a liberal education that encourages the development of informed involvement in the changing world, development of an appreciation to different modes of learning, and to develop an awareness of an integrated core of knowledge.

The general-education requirements cover the main areas of academic study which the faculty have considered to be basic to a well-educated person. All students in the baccalaureate degree programs must meet these requirements.

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

### GENERAL EDUCATION REQUIREMENTS

<b>English</b>	<b>6 hours</b>
ENGL 110-Composition I (3)	
ENGL 120-Composition II (3)	
<b>Speech</b>	<b>3 hours</b>
COMM 110-Fundamentals of Public Speaking (3)	
<b>Computer Information Systems</b>	<b>1 hour</b>
CIS 200-Computers in Society (1)	
<b>Humanities</b>	<b>6 hours</b>
ENGL 250-Literature in a Multicultural World (3)	
HUM 220-Hist. of Music in a Multicultural World (3)	
HUM 221-Hist. of Art in a Multicultural World (3)	
<b>Social Science</b>	<b>6 hours</b>
ECON 105-Elements of Economics (3)	
ECON 201-Principles of Microeconomics (3)	
ECON 202-Principles of Macroeconomics (3)	
GEOG 103-Multicultural World, Global Issues (3)	
HIST 101-Western Civilization (3)	
HIST 102-Western Civilization (3)	
HIST 103-U.S. to 1877 (3)	
HIST 104-U.S. since 1877 (3)	
PSYC 111-Introduction to Psychology (3)	
SOC 110-Introduction to Sociology (3)	
<b>Humanities/Social Science</b>	<b>3 hours</b>
PLUS three additional hours from the Social Science or Humanities area listed above.	
<b>NOTE:</b> One full year of collegiate Spanish (generally 8 hours) will satisfy three hours of Social Science or Humanities requirements.	
<b>Mathematics</b>	<b>3 hours</b>
MATH 103-College Algebra (3)	
MATH 105-Trigonometry (2)	
MATH 165-Calculus (4)	
<b>Science</b>	<b>4 hours</b>
<i>Minimum of one lab science course is required.</i>	
ASTR 150-Meteorology (4)	
BIOL 111/111L-Concepts of Biology and Lab (4)	
BIOI 150/150L-General Biology I and Lab (4)	
BIOL 151/151L-General Biology II and Lab (4)	
BIOL 220/220L-Anatomy and Physiology I and Lab (4)	
BIOL 221/221L-Anatomy and Physiology II and Lab (4)	
CHEM 121/121L-General Chemistry I and Lab (4)	
CHEM 122/122L-General Chemistry II and Lab (4)	
GEOL 115/115L-Introductory Geology and Lab (4)	
PHYS 110-Introductory Astronomy	
PHYS 221/221L-College Physics I and Lab (4)	
PHYS 212/212L-College Physics II and Lab (4)	
PHYS 251/251L-University Physics I and Lab (5)	
PHYS 252/252L-University Physics II and Lab (5)	
SCNC 101/101L-Natural Science and Lab (4)	
SCNC 102/102L-Physical Science and Lab (4)	
<b>Mathematics/Science</b>	<b>4 hours</b>
PLUS four additional hours from the Mathematics or Science areas listed above.	
<b>TOTAL 36 hours</b>	

**NOTE:** A 2.00 GPA in general education courses is required for graduation. Refer to each major for a listing of the general education program pre-requisites under the North Dakota University Transfer Agreement.

## INSTITUTIONAL GRADUATION REQUIREMENTS

The institutional graduation requirements are not required for students who have earned a two- or four-year degree.

Most institutional graduation requirements are available online from Mayville State.

### FITNESS/WELLNESS REQUIREMENT

#### **HPER 100 - CONCEPTS OF FITNESS AND WELLNESS (CCN)**

**2 S.H.**

A course for students of all ages, designed to teach the facts about exercise and physical fitness. The focus is on self-evaluation and personal-program planning. Exercise quackery, guidelines for exercise, and the health benefits of exercise will be discussed. Two hours of lecture and one hour of laboratory per week. Pre-requisite: None. Fall, Spring, Summer.

#### **HPER 210 - FIRST AID AND CPR (CCN)**

**1 S.H.**

Instruction and laboratory practice in first aid procedures including CPR. The American Red Cross Certificates Responding to Emergencies, and Community CPR, will be awarded to those passing the ARC requirements. Pre-requisite: None. Fall, Spring, Summer.

### INFORMATION TECHNOLOGY CERTIFICATE PROGRAM

The Information Technology (IT) Certificate Program will ensure that baccalaureate graduates of Mayville State University have the technological knowledge and skills to compete in the workforce. The **16 credit hour certificate** is an institutional graduation requirement of every student who begins studies at Mayville State. Students transferring into Mayville State University should visit with respective academic Division chairs regarding appropriate substitutions for IT Certificate coursework. If the IT Certificate is waived, it will not appear on the student's transcript.

#### PROGRAM OBJECTIVES

1. To enhance students' employment options;
2. To integrate these competencies through the curriculum; and
3. To recognize students for their IT competencies in general and in relevant subject matter.

All students will complete common courses at the freshman and sophomore levels. Students will meet additional competencies by taking discipline-specific courses in their junior and senior years. A final assessment will take place in the senior capstone course or comprehensive exam.





## ACADEMIC INFORMATION

### IT CERTIFICATE PROGRAM REQUIREMENTS

#### **Level I (10 credits)**

The courses included in Level I of the IT Certificate Program should be taken during a student's first and second semesters at Mayville State University. Successful completion of the four one-credit CIS courses involves performing competencies specified in the syllabus of each course. Meeting or exceeding the required score on a performance examination accomplishes the performance of these competencies. The required minimum score is 80% and is reflected by a "C" grade. Any student earning a grade of "D" or "F" must repeat the course(s).

#### **CIS one-credit courses – 4 credits**

- CIS 112 – Introduction to Word Processing – 1 Credit
- CIS 114 – Introduction to Spreadsheet Applications – 1 Credit
- CIS 116 – Introduction to Database Applications – 1 Credit
- CIS 118 – Introduction to Presentation Graphics – 1 Credit

Students will have the option to test out of the individual application courses. Students meeting or exceeding the required score on a competency-based performance examination will have the credit entered on their transcripts. Transfer students should visit with respective Division chairs regarding substitution and the chair of the Business/CIS Division for testing options in these Level I courses.

The 100-level courses have no pre-requisites with the exception of a working knowledge of computers and the Windows operating environment. The Help Desk at Mayville State University will provide a required orientation specific to notebook computer usage. The courses are also available online.

#### **COMM and ENGL Courses – 6 credits**

- COMM 110 – 3 credits and includes the electronic component.
- ENGL 120 – 3 credits and includes the electronic component.

#### **Level II (1 credit)**

The Level II course should be taken after the successful completion of Level I coursework.

#### **CIS 200 – Computers in Society – 1 Credit**

An introductory computer literacy course that presents the history, present state, and future role of computers in our society. It will introduce the history of computers, basic software and hardware terminology, social and ethical issues, privacy and security concerns, health and environmental issues, the Internet, and an introduction to future and emerging technologies. Fall, Spring, Summer (online).

#### **Level III (5 credits)**

Each major has specific courses that provides students the opportunity to demonstrate a higher level of learning and/or application of relevant IT competencies. The Level III Competencies are located in the MSU Institutional Assessment Plan available at [www.mayvillestate.edu](http://www.mayvillestate.edu). Courses that qualify for Level III are designated in the course descriptions.

**TOTAL = 16 Credits**



## ACADEMIC STANDING

The grade point average (GPA) for all courses attempted at Mayville State University is the basis for determining academic standing. A cumulative grade point average of 2.00 ("C") is the minimum satisfactory level of academic performance, the level required for graduation.

### ACADEMIC PROBATION/SUSPENSION

Students who receive a Student Academic Assessment Report (SAAR) indicating specific areas needing improvement should immediately consult with the instructor and, in conference with the instructor, devise a course of action aimed at correcting the areas needing improvement.

#### PROBATION

Each student who earns less than a 2.00 cumulative institutional grade point average (GPA) at the conclusion of fall or spring semester is automatically placed on academic probation and is informed of this action in a letter sent by the Vice President for Academic Affairs to the student's home and through the student's personal campus email. Students are subject to suspension without regard to whether they have ever been placed on academic probation.

#### SUSPENSION

Mayville State University's suspension policy requires students to attain a minimum term grade point average of 1.00 for each semester. The suspension policy also requires students to achieve grade point averages at or above the following:

- 1.70 GPA at the conclusion of the semester in which the total number of institutional and transfer hours attempted reaches 24 semester hours; and,
- 2.00 GPA at the conclusion of any semester in which the number of institutional and transfer hours attempted reaches or exceeds 64 semester hours.

Attempted credits include all courses (except withdrawals) on a student's record, including repeated and no credit courses, "Fs", incompletes, etc.

Any student who is suspended following the spring semester will be permitted to enroll for the following summer session in an attempt to raise the cumulative grade point average (GPA) above the designated suspension level.

Failure to meet the above standards will result in academic suspension, for a maximum period of one year. Students who are suspended from the University for failure to meet the academic standards are notified of their status in writing and through the University's e-mail system.

Transfer and returning students must meet the above academic standards for admission to the University. Once admitted, however, transfer students will be allowed to enroll for at least two semesters, provided they have a 1.00 GPA or above for the term. The applications of transfer and returning students who fail to meet this standard for admission will be reviewed and decided on by the Admissions and Academic Standards Committee. The Committee may impose special conditions of admission for transfer and returning students who fail to meet the academic standards.

Students on academic suspension from another institution of higher education will normally be denied admission until that suspension has expired.

### SUSPENSION APPEAL

Students who have been suspended may appeal the suspension to the Admissions and Academic Standards Committee. To appeal, a student must provide a typewritten explanation detailing the reasons for this failure, and appear before the Admissions and Academic Standards Committee of the Faculty Association. Should you choose to exercise this right of appeal, you must make an appointment to meet with the committee. Appointments are made by contacting the Office of Academic Affairs at 701-788-4711. If a student does not exercise his or her right to appeal the suspension, he or she will be eligible to reapply for admission to the University at the conclusion of the one-year suspension.

### ARMED SERVICE CREDIT

Mayville State University is a current member of the Servicemembers Opportunity College (SOC) and provides flexible policies that allow mobile service members and their families to complete degrees rather than just accumulate course credit.

Service personnel currently on active duty who have acquired certain educational experiences, or have attended service schools, or have passed college Advanced Placement (AP), College Level Examination Program (CLEP), and the Defense Activity for Non-Traditional Education Support (DSST) tests can have these evaluated for transfer credit. Mayville State University will accept 30 semester credits of the following towards a bachelor's degree:

- 1 Military service courses are given credit as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services

## ACADEMIC INFORMATION

published by the American Council on Education (ACE).

- 2 AP, CLEP, and DSST subject standardized tests are accepted in some areas. For more information about these programs access this Web site: <http://www.ndus.edu/uploads/document-library/2033/CREDIT-BY-EXAM-1-09.PDF>.

## CLASSIFICATION OF STUDENTS

### REGULAR STUDENTS

Regular students are those who have satisfied entrance requirements, are duly enrolled as full-time students, and are pursuing at least one of the degree programs. They are classified at the beginning of each semester as follows:

**Freshmen** are those who have earned **fewer than 24** semester hours.

**Sophomores** are those who have earned **24** semester hours.

**Juniors** are those who have earned **60** semester hours.

**Seniors** are those who have earned **90 or more** semester hours.

A student carrying 12 or more hours in any semester is considered a full-time student. Students who expect to graduate in four years (8 semesters) must complete an average of 16 credits per semester.

### NON-DEGREE STUDENTS

A non-degree student is not a candidate for a degree, but one who has evidenced competence to undertake college coursework. Coursework completed by non-degree students cannot be counted toward a degree until all entrance requirements have been satisfied.

### AUDITING OF ACADEMIC COURSES

Students who wish to audit courses at Mayville State University must apply for and receive permission from the class instructor. A student who is auditing a course is not required to participate in discussions, complete daily assignments or take examinations; however the student is expected to maintain satisfactory attendance in order to have an "AU" recorded on the transcript. While a student cannot fail an audit course, an instructor may file a "W" for non-attendance. Only lecture courses may be audited; activity-type classes, e.g., swimming, computer and outdoor pursuits cannot be audited. The last day to enroll in a class for audit is the same date as the last day to register or add a class. The student may not switch

from audit to regular registration or vice versa after the last day to add a class. An audit fee is one-half of the regular tuition rate and no credit is earned for audited classes.

## CREDIT: NON-CLASSROOM

### ADVANCED PLACEMENT CREDIT

Students who have completed certain College Entrance Examination Board (CEEB) advanced placement courses in high school and who have earned a minimum score of 3 on the Advanced Placement Examinations will be awarded college credit as follows:

CEEB should forward examination scores directly to the Office of Academic Records.

### ADVANCED STANDING CREDIT

Credit by examination (Advanced Standing) for Mayville State courses is available in some programs. Interested students should consult with the discipline faculty involved to determine if this option is available. The last day to register for credit by examination is the same as the last day to register or add a class. A student may earn a maximum of 30 semester hours of prior-learning credit, including credit by examination, life-experience credit, CLEP credit, advanced-placement credit, etc.

### CLEP CREDIT

The College Level Examination Program (CLEP) is one of the accepted means by which a student may establish college credit. It is a national program that affords the student an opportunity to obtain college recognition for his/her formal or informal preparation prior to attending college. Generally, colleges and universities accept CLEP credit; however, students who plan to transfer to another institution should first check to see what the limitations of the receiving school might be.

A student must be enrolled at Mayville State University to receive CLEP credit. Students may not take CLEP subject exams after enrolling in that course.

Students who wish to participate in the CLEP program must pay a \$77.00 fee to ETS/CLEP for each examination completed. In addition, a \$15.00 fee for each examination must be paid to the institution. Contact the Office of Student Services in Old Main 107 for additional information about CLEP.



## CROSS-LISTED COURSES

Cross-listed courses are noted in the catalog and can be taken for credit within only one of the prefix disciplines, i.e., ECON 423-Global Economic History - 3 S.H., HIST 423-Global Economic History - 3 S.H.,

Cross-listed courses cannot be repeated by registering in the opposite prefix from the course for which the student was previously granted credit.

## LIFE EXPERIENCE CREDIT

Students who have achieved a significant degree of educational growth in disciplines offered by Mayville State University through professional, cultural, or community activities may seek to be granted credit for life experience. A student may earn a maximum of 30 semester hours of prior-learning credit, including life experience credit, CLEP credit, advanced-standing credit,

etc. Students who believe they are eligible for life-experience credit must complete an application form available at the Office of Academic Records who will assist in identifying the appropriate academic discipline and a faculty member representing that area. The student and faculty advisor work to develop the validating documentation. This evidence is, in turn, reviewed by the discipline faculty and by the Curriculum Committee before a final decision is made by the Vice President for Academic Affairs. Credit awarded under this program is considered the same as transfer credit and may not be used to satisfy the 30-hour resident requirement. This credit will only be awarded and placed on the transcript when the student has successfully completed one semester of resident work. A student must be currently enrolled to receive life-experience credit. When credit is granted the transcript will indicate the department, course number, course title, credit-hour value and the fact that this credit is life experience.



## ACADEMIC INFORMATION

## CREDIT: NON-CLASSROOM

Common Course Numbering		AP			CLEP		
Prefix/Number	Title	Examination	Minimum Score	Credit Hours	Examination	Required Score	Credit Hours
<b>Composition and Literature</b>							
ENGL 110	College Composition I	English Language and Composition	3	3	Freshman College Composition	50	3
ENGL 112	ESL College Composition I	English Language Examination	3	4			
ENGL 220	Introduction to Literature	Literature and Composition	3	3			
ENGL 251 & 252	British Literature I & II				English Literature	50	6
ENGL 261 & 262	American Literature I & II				American Literature	50	6
ENGL 271 & 272	Literary Analysis I & II				Analyzing & Interpreting Literature	50	6
<b>Foreign Languages</b>							
CLAS 101 & 103	1st Year Latin I & II	Latin/Latin Literature	3	6-8			
FREN 101	1st Year French I				College French Level 1 (one semester)	50	3-4
FREN 101 & 102	1st Year French I & II	French Language	3	6-8	College French Level 2 (two semesters)	62	6-8
GERM 101	1st Year German I				College Level German Level 1 (one semester)	50	3-4
GERM 101 & 102	1st Year German I & II	German Language	3	6-8	College Level German Level 2 (two semesters)	63	6-8
SPAN 101	1st Year Spanish I				College Level Spanish Level 1 (one semester)	50	3-4
SPAN 101 & 102	1st Year Spanish I & II	Spanish Language	3	6-8	College Level Spanish Level 2 (two semesters)	66	6-8
<b>Humanities</b>							
ART 122	Two-Dimensional Design	Studio Art 2-D Design	3	3			
ART 124	Three-Dimensional Design	Studio Art 3-D Design	3	3			
ART 130	Drawing I	Studio Art Drawing	3	3			
ART 130 & 230	Drawing I & II	Drawing	3	6			
ART 210 & 211	Art History I & II	Art/History of Art	3	6			
MUSC 122 & 124	Music Theory I & II	Music Theory	3	6			
<b>Social Sciences and History</b>							
ECON 201	Principles of Microeconomics	Economics/ Microeconomics	3	3	Principles of Microeconomics	50	3
ECON 202	Principles of Macroeconomics	Economics/Macroeconomics	3	3	Principles of Macroeconomics	50	3
HIST 101 & 102	Western Civilization I & II	European History	3	6			
HIST 101	Western Civilization I				Western Civilization I: Ancient Near East to 1648	50	3
HIST 102	Western Civilization II				Western Civilization II: 1648 to Present	50	3
HIST 103	U.S. to 1877	History/U.S.	3	3	History of the United States I: Early Colonization to 1877	50	3
HIST 104	U.S. since 1877	History/U.S.	3	3	History of the United States II: 1865 to Present	50	3
HIST 211 & 212	World Civilization to 1500 World Civilization since 1500	World History	3	6			
POLS 115	American Government	Government and Politics/U.S.	3	3	American Government	50	3
POLS 225	Comparative Politics I	Government and Politics/Comparative	3	3			

**CREDIT: NON-CLASSROOM**

Common Course Numbering		AP			CLEP		
Prefix/Number	Title	Examination	Minimum Score	Credit Hours	Examination	Required Score	Credit Hours
<b>Social Sciences and History</b>							
PSYC 111	Introduction to Psychology	Psychology	3	3	Introductory Psychology	50	3
PSYC 230	Educational Psychology				Introduction to Education Psychology	50	3
PSYC 250	Developmental Psychology				Human Growth and Development	50	3 or 4
SOC 110	Introduction to Sociology				Introductory Sociology	50	3
<b>Science and Mathematics</b>							
BIOL 111	Concepts of Biology	Biology	3	4			
BIOL 124L or GEOL 101/L	Environmental Science/Lab or Environmental Geology/Lab	Environmental Science	3 / 3	4 / 4			
BIOL 150	General Biology I				General Biology	50	4
BIOL 150 & 151	General Biology I & II w/Labs						
CHEM 115	Introductory Chemistry	Chemistry	3	4			
CHEM 121	General Chemistry I	Chemistry	4	4	General Chemistry	50	4
CHEM 121 & 122	General Chemistry I & General Chemistry II w/Labs						
GEOG 150 & 151	Principles of Geography or Human Geography	Human Geography	3	3			
MATH 103	College Algebra				College Algebra	50	3
MATH 105	Trigonometry				Trigonometry	50	2 or 3
MATH 103 & 105	College Algebra & Trigonometry						
MATH 107	Pre-Calculus				College Algebra-Trigonometry	50	3
MATH 146	Applied Calculus I				Calculus With Elementary Functions	50	4
MATH 165	Calculus I	Mathematics/Calculus AB	3	4			
MATH 165 & 166	Calculus I & II	Mathematics/Calculus BC	3	8			
MATH 210	Elementary Statistics	Statistics	3	3			
PHYS 161 & 162	Introductory College Physics I & II	Physics B	3	8			
PHYS 251	University Physics I	Physics C/Mechanics	3	4			
PHYS 252	University Physics II	Physics C/Electricity and Magnetism	3	4			
<b>Business</b>							
ACCT 200	Elements of Accounting I						
ACCT 200 & 201	Elements of Accounting I & II				Principles of Accounting	50	6 or 8
BADM 201/301	Principles of Marketing				Principles of Marketing	50	3
BADM 202/302	Principles of Management				Principles of Management	50	3
ACCT 215	Business in the Legal Environment				Introductory Business Law	50	3
CIS 101	Computer Literacy				Information Systems & Computer Applications	50	3
CSCI 160	Computer Science I	Computer Science A	3	3			
CSCI 160 & 161	Computer Science I & II	Computer Science AB	3	6			



## ACADEMIC INFORMATION

### GRADES AND GRADE POINT AVERAGE

The grade point average is determined by calculating the total number of honor points earned and dividing by the number of attempted credit hours in which a letter grade of A, B, C, D, or F was received.

Grade	Interpretation	Honor Points Per Credit Hours
A	Excellent	4
B	Above Average	3
C	Average	2
D	Passing	1
F	Failure	0
I	Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
AU	Audit	0

### GRADE APPEAL POLICY

Faculty must evaluate and grade student work fairly and reasonably, and students must maintain scholastic honesty beyond reproach. Disputes that arise about fairness and honesty are best resolved through open and sincere communication among all parties – students, faculty, committees, and administrators. Once a grade has been recorded for a class, the grade cannot be changed unless an error was made by the instructor. Students may repeat a class if they would like to improve their grade.

A grade appeal is an allegation by a student that such student's semester grade in a course offered for credit was not in accordance with the grading criteria described in the course syllabus. The student must contact the instructor of the course before the fifth week of the following semester to discuss the instructor's and

student's reasoning for the grade given or desired. The complete policy addressing procedures required for resolving grade appeals is available in the Office of Academic Affairs.

### INCOMPLETE GRADE

A student who has an excusable reason for not completing coursework may request an "I" (Incomplete). This process is initiated by the student filling out the Incomplete Grade Request Form. If an Incomplete Grade is granted by the instructor and advisor, the student is responsible for completing the work by a deadline approved by the instructor, but no later than the close of the following term. With instructor approval, a student may be granted a one-time extension, including a contracted date of completion, for removing the incomplete grade. If any incomplete grade is not removed by the end of the specified time, the grade as recorded on the Incomplete Grade Request form will be placed on the transcript by the Registrar.

### REPEATED COURSES

If a student receives an "F" (failure) in a course, he/she should repeat it as soon as possible if it is required for graduation. When a course is repeated to improve grade point average, only the last earned grade is counted in the grade point average. Each course registration and its earned grade, however, continue to appear on the transcript. Course repeats are not allowed on a on-to-one basis such as independent study or on an arranged basis. This policy may be appealed through a sub-waiver form when there are extenuating circumstances and would require approval.



## SATISFACTORY/UNSATISFACTORY CREDIT

Students with junior standing or above are permitted to register for an academic course on a satisfactory/unsatisfactory (S/U) option based on the following policies:

1. Students must have an overall 2.0 grade point average in order to qualify.
2. The S/U option may be used for courses that do not apply to a major or minor field. The student, however, may use this option if the course is in excess of the requirements for the major or minor field of specialization.
3. The S/U option is not available for required general education or professional courses.
4. Students may not change to, or from an S/U option after the last day to add classes.
5. Life experience credit, CLEP, or military credits (recorded as S/U), may be used toward the major and/or minor upon approval from the respective Division chair.
6. S/U credit will not be used in determining honor points or honor point ratio.
7. The traditional "D" or better will be considered satisfactory "S."

Other courses in which S/U credit may be earned are listed in each department of this catalog. These courses may be taken upon the advice of the student's advisor.

## TRANSFER GRADE POINT AVERAGE

Total hours earned from all transfer institutions are entered on the Mayville State University transcript, however, transfer courses and grades do not appear on the MSU official transcript and are not used in the calculations for the grade point average. Only Mayville State coursework and grades are reflected on the Mayville State official transcript.

## ACADEMIC FRESH START

The Academic Fresh Start policy allows a student who has had former academic deficiencies and been out of higher education for three consecutive years to recover without penalty and have an *Academic Fresh Start*.

- The student must be currently enrolled as an undergraduate student at Mayville State.
- At least three consecutive years must have elapsed between the earned credits and the *Academic Fresh Start* request.
- An Academic Fresh Start may be requested for all coursework in no more than four selected semesters including previous transfer credits *or* Mayville State credits.
- Individual course(s) do not qualify for an *Academic Fresh Start*.
- All courses in forgiven terms cannot be used to meet pre-requisites or degree requirements.
- To qualify, a student must have completed a minimum of 12 semester credits with a 2.50 GPA or higher.
- *Academic Fresh Start* may be invoked only once and is irreversible.
- The policy is not available to a student pursuing a degree after a first baccalaureate degree has been granted.
- Students are responsible for ascertaining if the *Academic Fresh Start* would affect their current or future eligibility status for financial aid or veteran's benefits or other financial assistance programs.
- Teacher Education candidates are not eligible for an *Academic Fresh Start* at this time due to state teacher licensing requirements currently in place.

For more information or to make an *Academic Fresh Start* request contact the Office of Academic Records at Old Main 114.

If approved the academic transcript will indicate the terms affected by the *Academic Fresh Start*. Credits and grades will continue to appear on the academic transcript with credits included in attempted hours; however, letter graded courses will be excluded from the grade point average. Graduate and professional programs and other universities' undergraduate programs are not bound by the Mayville State University *Academic Fresh Start* policy.

ACADEMIC INFORMATION

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## General Information

**ACADEMIC HONORS****DEAN'S LIST**

The University makes personal, as well as public acknowledgement of the academic achievement of students earning a semester grade point average of 3.50 or higher on a 4.00 scale by naming them to the **dean's list**.

Criteria for selection to the dean's list are solely academic. Consideration is based on grades reported to the Registrar at the end of each semester. The dean's list includes all students who maintained a GPA of at least 3.50 for the semester while completing a minimum of twelve (12) graded credits a term from Mayville State University during the academic year. Students assigned an "Incomplete" for any graded course(s) are ineligible for dean's list consideration for that semester.

**COMMENCEMENT HONORS**

Three levels of honor students are recognized at the spring commencement exercises of Mayville State University:

Cum Laude	3.50 - 3.69
Magna Cum Laude	3.70 - 3.89
Summa Cum Laude	3.90 - 4.00

Eligibility for honors designation requires completion of a minimum of two semesters and 30 semester hours in residence from Mayville State using the cumulative grade point average. For students earning a second degree, honors are based on grades earned after the first degree designation.

For publication purposes, commencement honors for spring commencement candidates are calculated at a designated time after fall semester. The final transcript for all baccalaureate graduates will, however, reflect the appropriate commencement honors.

The Commencement Participation Policy can be found in this catalog under "Graduation Requirements."

**ADMISSION TO MAJOR PROGRAMS**

A formal major declaration process is required for all teaching majors and the following Bachelor of Science programs: Clinical Laboratory Science, Biology, and Chemistry. See the Division chair of these programs for more information.

**ADVISING PROGRAM**

When an applicant has completed all requirements for admission to the University, he/she will be assigned an advisor who will assist in the selection of a program of courses. The courses selected must follow the outline indicated for the curriculum chosen, except for such changes as the advisor may approve. If the student has attended this or another institution of higher education, he/she must first present to the advisor a complete record of the work completed, so that appropriate advising may be made.

A student may change his/her major and/or academic



## CHANGE IN PROGRAM – ADDING OR DROPPING COURSES

Program changes include adding courses or withdrawing from a course after students have made class reservations. All students can use “Campus Connection” through Friday of the first week of classes. After that time, each add or drop requires the following procedures:

### Drop an on campus course:

1. Secure a Change in Program form from the Office of Academic Records in Old Main 114.
2. Secure the instructor’s signature for each class added or dropped.
3. Secure the advisor’s signature.
4. Present the completed form to the Office of Academic Records for processing.

All “Change in Program” forms must be completed and filed with the Office of Academic Records in order to become official changes. The official date of these changes will be the date received at the Office of Academic Records.

### Drop an Extended Learning course

1. Talk to your advisor.
2. After talking to your advisor, send an email to [ExtendedLearning@mayvillestate.edu](mailto:ExtendedLearning@mayvillestate.edu) stating your name, your student id number, and the Catalog number (i.e. ENGL 120) and name of the course you would like to drop. You cannot drop the course in ConnectND on your own.

A course dropped without permission is recorded as a failure (“F”). Courses dropped prior to the tenth calendar day in a semester will not appear on the student’s permanent record. Courses dropped after the 10<sup>th</sup> day and up to the last day to drop or withdraw (the Friday of the 12th week) are reported as withdrawn (“W”) on the permanent record.

## CLASS ATTENDANCE

1. Class attendance is a means to an end. The outcome of instruction is the achievement of certain skills, the mastery of information, and the development of attitudes. The responsibility for attendance shall rest with the student. Each instructor shall advise the students at the beginning of the course (either in writing or by discourse) of his/her attendance policy.
2. The matter of deciding whether the student should be allowed credit for make-up work rests with the instructor.
3. In case of illness it is the responsibility of the student to notify the nurse.
4. Students who expect to be absent for a legitimate reason must notify their instructors prior to their absence.
5. All necessary absences due to University-sponsored trips of team and/or organization members must be arranged in advance. Each semester those in charge of such organizations submit a list of all participating students to the Vice President for Student Services. This information is then forwarded to all faculty for attendance purposes. It is the ultimate responsibility of all students to satisfactorily complete all missed class work.

## COURSE LOAD

Full-time enrollment is twelve (12) semester credit hours. A normal course load is between 15-17 semester credit hours. A student may register for as many as nineteen (19) semester credit hours per term.

A student wishing to enroll in excess of nineteen (19) semester credit hours in a term will require an institutional overall GPA of 3.00. An outstanding incomplete grade will prevent the student from receiving an overload without a petition to the Academic Standards Committee. Mayville State’s policy limits enrollment to a maximum of twenty-two (22) semester credit hours a term during the academic year.

Petition applications are available at the Office of Academic Records.

## ACADEMIC INFORMATION

### LATE REGISTRATION

The academic calendar, with dates of registration, is published in the front of this catalog. If an emergency has occurred and a student cannot enroll on the designated registration date, he/she should obtain permission for late registration from the Registrar.

### OFFICIAL ANNOUNCEMENTS

It is the student's responsibility to read announcements in the catalog concerning general regulations, curriculum requirements, scholarship standards and similar matters. The student is also responsible for reading instructions and notices posted on the MSU Portal, by MSU e-mail, MSU's learning management system 'Moodle' or appearing on bulletin boards across campus.

### STUDENT ACADEMIC ASSESSMENT REPORT (SAAR)

The Student Academic Assessment Report (SAAR) is an official notice of a student's academic progress. This SAAR may show that a student has made progress in a class or that the student needs improvement in a specific area. A SAAR may be given to a student at any point throughout the term. Comments and/or recommendations by the instructor (to include a conference if necessary) are encouraged. A SAAR provides intervention at the earliest possible opportunity whether it is for academic/personal counseling, or working with Learning Support Services on writing/reading skills, tutoring, etc. Mayville State shows a compassionate and caring attitude for the student's academic and personal growth through the SAAR.

### TEACHER'S CERTIFICATE

Students who complete a Bachelor of Science in Education degree and successfully exit the Teacher Education Program are eligible for teacher certification. Each state requires a valid teaching certificate. Teacher Education requirements are listed in the "Education" section of this catalog. The application process for certification should be completed prior to graduation. The certification form for North Dakota is available at [www.nd.gov/espb/](http://www.nd.gov/espb/). The Office of Academic Records can provide additional information for other state certification requirements.

### WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from the University should consult the Director of Student Retention in Old Main 106B. Instructions for following the appropriate withdrawal procedure will be provided. This procedure is extremely important both to the student and to the University because such things as course grades, refunds, bills, financial aid, and on-campus housing are involved. If students do feel it necessary to withdraw from school, they are advised to do so before the deadline for dropping classes, which is the Friday of the 12<sup>th</sup> week in a semester. After this date, students will receive grades in their classes, even if they have not been attending them. To avoid establishing a record of failing grades, students should pay attention to this deadline and contact the Office of Student Services in Old Main 107.



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## BUSINESS AND COMPUTER INFORMATION SYSTEMS

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# Business and Computer Information Systems

## Majors and Minors Available

### Division Mission Statement

Preparing students for successful careers in a dynamic technology-enriched business environment.

### Division Goals

- Division graduates will possess the communication skills necessary to work effectively and efficiently.
- Division graduates will possess the knowledge, expertise, and competencies to innovatively use technology, to solve problems, and to think critically and ethically.
- Division graduates will develop an appreciation for the importance of life-long learning.

The Division of Business and Computer Information Systems supports the institutional mission by preparing professionally educated business and technology practitioners. The division provides students with life-long skills necessary to function in a rapidly changing, highly technological world of work. This is accomplished by offering Bachelor of Science four-year degree programs in business administration and computer information systems. The division also offers the Bachelor of Applied Science four-year degree programs in business administration and computer information systems. An Associate of Arts program is available in business management.

To assist in the attainment of the division goals, all business and technology programs include:

- Providing learning experiences that complement the general education program by enhancing the ability to communicate effectively, using reading, writing, speaking, and listening;
- Developing advanced skills necessary to utilize technology to solve work-related problems;
- Developing rational decision-making skills utilizing critical and creative thinking and appropriate problem-solving techniques within business and technology environments;
- Developing the ability to apply business and technology concepts to work-related functions;
- Providing students with opportunities for work experiences in business and industry; and
- Developing foundation skills and knowledge used in pursuing advanced education.

### Business

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#### Majors

Business Administration (B.S.)  
Business Administration (B.A.S.)  
Business Management (A.A.)

#### Minors

Accounting  
Business Administration

### Computer Information Systems

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#### Majors

Computer Information Systems (B.S.)  
Computer Information Systems (B.A.S.)

#### Minor

Computer Information Systems



## EDUCATION AND PSYCHOLOGY

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# Education and Psychology

## Majors and Minors Available

### Division Mission Statement

The Division of Education and Psychology is governed by the Mayville State University mission statement.

Professional education prepares teachers for elementary and secondary schools. To achieve this end, the professional education program emphasizes: the learning process from childhood through adolescence; the concepts and applications of learning theories and evaluative techniques; the study of students with special needs and the utilization of academic modifications; the utilization of multi-media, computers, and current technology; an analysis of the needs of racial and multicultural minority students and the ways in which the schools may accommodate those needs; and the sociological and historical foundations of the public schools.

### Student Learning Outcomes

- Demonstrate content knowledge in the academic discipline;
- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment;
- Demonstrate ability to adapt instruction to meet the needs of diverse learners;
- Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies and create meaningful learning experiences;
- Demonstrate the ability to communicate effectively using a variety of verbal, non-verbal, and media communication techniques;
- Demonstrate the ability to use formal and informal assessment strategies; and
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth.

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, students are given opportunities to use logical reasoning, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

Some professional courses provide field-based experiences under the dual supervision of the responsible college faculty and selected competent and qualified cooperating public school teachers. Clinical field-based experiences are an integral part of the professional education program that is designed to help the students understand the relationship between classroom theory and application. Students progressing in the teacher education program are evaluated through electronic portfolios. When students enroll in EDUC 272-Educational Technology, they purchase software that enables them to have a Web site on which they can create electronic portfolios. During this class they will begin to store artifacts (visual presentations, research papers, lesson plans) that can be used to show their attainment of knowledge, skills and dispositions throughout their teacher-education training. Their artifacts will be reviewed periodically to assure that they are fulfilling the ten Interstate New Teacher Assessment and Support Consortium (INTASC) principles. A final formal portfolio review by the advisor and two other reviewers will be held at the conclusion of student teaching.

Student teaching is the capstone of the professional education program. It includes a research-based supervisory process during the student teaching experience and mandatory, reflective practice seminars on campus throughout the student-teaching experience. Seminar content consists of cover letters, resumes, classroom management, discipline, multiculturalism, diversity, legal issues and a one-day HIV/AIDS workshop. The EDUC 401-Electronic Portfolio and Assessment class, which finalizes the creation of a Web-based portfolio, provides a vehicle to showcase academic achievements; the course is required concurrently with student teaching.

It is imperative that Mayville State University teacher education graduates know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socio-economic and regional/geographical origins.

### **Early Childhood Program Goals**

- To provide Early Childhood settings with trained professionals;
- To meet the needs of nontraditional students who would like to pursue a college education while continuing to work in the field;
- To allow students the opportunity to earn college credits for life experience;
- To provide students with specialty areas that will meet their individual interests and needs; and
- To give students opportunities to participate directly with public schools, special education, cooperatives, social services, public health and other collaborative entities across multiple disciplines.

The Early Childhood program will allow Early Childhood educators the opportunity to further their professional growth through distance learning, including 2-way video and Internet. The philosophy of the Early Childhood program incorporates the reflective experiential model of Mayville State University's Teacher Education program. The program will prepare students to work in a variety of leadership positions, including Early Childhood Education teachers, Early Childhood administrators, supervisors, curriculum specialists, and education coordinators in preschool programs.

All degree requirements must be met, including a minimum grade point average of 2.00 in all areas: generals, core courses for the major, professional courses, and specializations. Some classes may be transferred from other institutions, however, one-fourth (1/4) of the major core professional and specializations must be Mayville State courses and the student must have earned at least 30 semester hours in residence.

### **Library Media and Information Science Goals**

The goals of the library program are to provide students with:

- Knowledge to anticipate changing needs in libraries as well as flexibility to respond to those changes;
- Critical-thinking and decision-making skills needed to apply concepts of librarianship;
- Communication skills to work with library patrons and strategic constituents;
- Technical skills necessary for utilizing technology; and
- Networking skills to expedite cooperation between libraries.

### **Psychology Program Goals**

The goal of the psychology program is to acquaint students with the basic principles and laws of human behavior.

Consideration of a major or minor in psychology could result in the ability to accomplish a variety of goals, including:

- Graduate study in psychology or related fields;
- Development of skills for paraprofessional employment;
- Preparation for teaching high school level psychology;
- Preparation for employment in a business or industry seeking graduates with a broad education, flexible outlook; and
- An ability to attack problems systematically.

This program complements Studies in Education, Health Education, Science, Social Science, and Business.

## EDUCATION AND PSYCHOLOGY

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### Early Childhood

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**Teaching Majors**

Early Childhood Education (B.S.Ed.)

**Non-Teaching Majors**

Early Childhood (B.A.)

Early Childhood Associate (A.A.)

### Education

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**Teaching Majors**

Elementary Education (B.S.Ed.)

Secondary Education (B.S.Ed.)

- Composite in Biology Education
- Composite in Chemistry Education
- Composite in Social Science Education
- English Education
- Geography Education
- Health Education
- History Education
- Mathematics Education
- Physical Education

**Non-Teaching Majors**

Studies in Education (B.A.)

**Minors**

Early Childhood Education

Special Needs Generalist

### Library Media and Information Science

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

None currently offered

**Minor**

Library Media and  
Information Science

### Psychology

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

Applied Psychology (B.A.)

**Minor**

Psychology/Psychology  
Education





HEALTH, PHYSICAL EDUCATION AND RECREATION

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## Health, Physical Education and Recreation

## Majors and Minors Available

**Division Mission Statement**

The Division of Health, Physical Education, and Recreation is governed by the Mayville State University mission statement. We are preparing students for successful careers in the teaching field and in the various fields of health, sports, recreation, fitness and wellness.

**Division Goals**

- To provide a comprehensive program of teacher training that will adequately prepare teachers in the fields of physical education, health, and coaching on both the elementary and secondary levels;
- To provide preparation for a non-teaching career in the general areas of sports, recreation, fitness and wellness;
- To teach skills and knowledge in the activities that promote health and physical fitness and provide socializing experiences as a means of achieving an integrated personality; and
- To provide a means by which students have the opportunity to participate in a broad range of sports, games, and fitness activities.

The division sponsors athletic competition for both men and women in a wide variety of intercollegiate athletics. The University competes as a member of the Dakota Athletic Conference (DAC), a conference affiliated with the National Association of Intercollegiate Athletics (NAIA). The division also sponsors a full program of intramural sports. The function of the program is to encourage and promote opportunities for individuals and student groups to learn cooperation and good sportsmanship, and to maintain health and fitness.

Fitness and Wellness

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

Fitness and Wellness (B.S.)

**Minors**

Fitness and Wellness

Health

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**Teaching Majors**

Health Education (B.S.Ed.)

**Non-Teaching Majors**

Health (B.S.)

**Minors**

Health/Health Education

Physical Education and Recreation

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**Teaching Majors**

Physical Education (B.S.Ed.)

**Non-Teaching Majors**

None currently offered

**Minors**

Coaching

Developmental Adapted Physical  
Education

Physical Education

Sports Management

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

Sports Management (B.S.)

**Minors**

Sports Management

LIBERAL ARTS

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## Liberal Arts

### Majors and Minors Available

See Geography, History and Economics

**Division Mission Statement**

To prepare students for careers, life-long learning, citizenship, cultural enhancement, and problem solving.

**Division Goals**

- Division graduates will read, write, speak, listen, and think with precision, awareness of purpose, and maturity of style.
- Division graduates will show perception, sensitivity, critical thinking, and knowledge in their study of behavioral-social processes and institutions.
- Division graduates will increase knowledge concerning human accomplishments in art, music, history, rhetoric, and literature and will value lifelong participation in society and culture.

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**Communication**

**Teaching Majors**  
None currently offered

**Non-Teaching Majors**  
Communication (B.S.)

**Minors**  
Communication

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**English**

**Teaching Majors**  
English Education (B.S.Ed.)

**Non-Teaching Majors**  
English (B.A.)

**Minors**  
English/English Education

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**Geography**

**Teaching Majors**  
Geography Education (B.S.Ed.)

**Non-Teaching Majors**  
None currently offered

**Minors**  
Geography/Geography  
Education

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**History**

**Teaching Majors**  
History Education (B.S.Ed.)

**Non-Teaching Majors**  
None currently offered

**Minors**  
History/History Education

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**Social Science**

**Teaching Majors**  
Composite in Social Science Education  
(B.S.Ed.)

**Non-Teaching Majors**  
Social Science (B.A.)

**Minors**  
Social Science/Social Science  
Education

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**Sociology**

**Teaching Majors**  
None currently offered

**Non-Teaching Majors**  
None currently offered

**Minors**  
Sociology

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**University Studies**

**Teaching Majors**

**Non-Teaching Majors**  
University Studies (B.U.S.)

**Minors**

# Science and Mathematics

## Majors and Minors Available

### Division Mission Statement

The Division of Science and Mathematics supports the University mission through its offerings by providing students with opportunities to develop skills and to attain knowledge necessary to realize their potential and become contributing citizens. This is accomplished by offering Bachelor of Science four-year degree programs in Biology, Clinical Laboratory Science, Chemistry, and Mathematics, as well as Bachelor of Science in Education four-year degree programs in Composite in Biology Education, Composite in Chemistry Education, and Mathematics Education. The Division of Science and Mathematics provides coursework in astronomy, biology, clinical laboratory sciences, chemistry, geology, mathematics, physics, and science.

### Division Goals

Division goals that are common to all courses include developing foundation skills and knowledge used in pursuing advanced education; providing learning experiences meeting and complementing the general education program learning objectives; and developing higher-order thinking skills necessary to solve problems, to work with models of systems, and to apply scientific and mathematical concepts to draw conclusions.

The goals of the Science program are to present current information on aspects of the physical world and to develop logical reasoning, sometimes mathematical, relating one process to another. Courses in this area prepare students to explain the basic principles of science and its relationship to other disciplines, to describe different scientific models and how these models are used to stimulate scientific inquiry, and to identify the assumptions and limitations of scientific methods.

The goals of the Mathematics program are to foster the ability to think critically, to think mathematically in terms of precise and quantitative relationships which reveal the logical structure within a system, and to aid the student in developing an awareness of the vital connections and relationships between mathematical topics and their applications in the real world. Courses in this program prepare students to develop a conceptual understanding of mathematics, to reason and communicate through mathematics, to develop a proficiency in problem-solving using a variety of tools and strategies, and to use appropriate technology to enhance their understanding of mathematics.





## SCIENCE AND MATHEMATICS

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### Biology

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**Teaching Majors**

Composite in Biology  
Education (B.S.Ed.)

**Non-Teaching Majors**

Biology (B.S.)  
Clinical Laboratory  
Science (B.S.)

**Minors**

Biology/Biology Education

### Chemistry

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**Teaching Majors**

Composite in Chemistry  
Education (B.S.Ed.)

**Non-Teaching Majors**

Chemistry (B.S.)

**Minors**

Chemistry/Chemistry Education

### Mathematics

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**Teaching Majors**

Mathematics Education (B.S.Ed.)

**Non-Teaching Majors**

Mathematics (B.S.)

**Minors**

Mathematics/Mathematics  
Education

### Science

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

None currently offered

**Minors**

General Science  
Physical Science/Physical  
Education  
Science for the Elementary  
Teacher



## DEGREE PROGRAMS

Mayville State University offers programs of study leading to degrees of Bachelor of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of University Studies, Bachelor of Applied Science and Associate of Arts. Mayville State also offers a number of suggested courses for professional programs for students transferring to other institutions for advanced specializations.

### BACHELOR OF SCIENCE IN EDUCATION (B.S.Ed.)

The Bachelor of Science in Education is a degree designed for the preparation of elementary, junior high school and secondary teachers. A minimum of 120 semester hours of work including at least one major and one minor program or a composite major is required to complete the curriculum, including at least 36 semester hours at the upper-division level courses (300-400 level). See the “courses of study” section of this catalog for major/minor requirements.

The first two years of coursework in this degree program are devoted to completing general education requirements of the University. Satisfactory completion of the general education requirements is one of the prerequisites for admission to the teacher education program. The second two years, once a student has been formally accepted into the teacher education program, are devoted to completion of the professional teacher preparation education courses and other upper-division major and minor courses. See the “Education” section of this catalog for teacher education requirements.

Majors available in the **Bachelor of Science in Education** degree include:

Composite in Biology Education	Geography Education
Composite in Chemistry Education	Health Education
Composite in Social Science Education	History Education
Early Childhood Education (Pre-K-Grade 3)	Mathematics Education
Elementary Education	Physical Education
English Education	

### BACHELOR OF ARTS (B.A.) - BACHELOR OF SCIENCE (B.S.)

The major objectives of these degrees include the development of communication skills, knowledge of the general culture, and an in-depth knowledge of the area of academic concentration. These degrees require completion of a minimum of 120 semester hours, including at least 36 semester hours at the upper-division courses (300-400 level). A minimum of one major and one minor or two specialization (supporting) areas must be completed in these degrees.

Majors available in the **Bachelor of Arts degree** include:

Applied Psychology  
Communication  
Early Childhood  
English  
Social Science  
Studies in Education

Majors available in the **Bachelor of Science degree** include:

Biology	Health
Business Administration	Fitness and Wellness
Chemistry	Mathematics
Clinical Laboratory Science	Sports Management
Computer Information Systems	

## DEGREE PROGRAMS

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### BACHELOR OF APPLIED SCIENCE (B.A.S.)

Mayville State University is the first university in the state of North Dakota to receive approval to offer a Bachelor of Applied Science (B.A.S.) degree. The B.A.S. degree is a flexible degree plan designed specifically to serve the advanced educational needs of a student who has earned an Associate of Applied Science (A.A.S.), an Associate of Science (A.S.), or other Applied Associate degrees. To be admitted to the B.A.S., a student must complete an Associate degree from a regionally accredited institution. The Associate degree with a maximum of 64 credits will transfer as a block and the student will complete a “capstone” type of program. The B.A.S. degree has sometimes been called an “inverted transfer” degree, because students complete fewer general education credits and more of the technical courses in their first two years. The final two years include more general education courses and additional business and technical courses necessary for the student’s career goals.

The B.A.S. degree is consistent with educational excellence. Applied Associate degree students have sometimes found it difficult to transfer into baccalaureate programs because of the nature of their degree. This bachelor’s degree may remove some of the traditional barriers these graduates face. Students can use their previous coursework and enhance their knowledge by adding additional general education and professional courses.

Majors available in the Bachelor of Applied Science degree include:

Business Administration – on campus and online  
Computer Information Systems

### BACHELOR OF UNIVERSITY STUDIES (B.U.S.)

This flexible degree is available to students who wish to structure their own program of study while selecting classes that are valuable for their personal goals. Students pursuing this degree must complete the general education requirements, residency requirements (30 S.H. required from MSU), and academic requirements of the University. Students, with the assistance of their academic advisor, create a program of study. A minimum of 120 semester hours is required.

University Studies Degree	Semester Hours	
Upper Level 300-400	36 S.H.	
General Education	36 S.H.	
Minor (Optional)	16-21 S.H.	
IT Certificate Courses	5 S.H.	(Institutional Requirement)
Concepts of Fitness & Wellness/First Aid & CPR	3 S.H.	(Institutional Requirement)
Electives	19-24 S.H.	(without minor 40 S.H.)
<b>Total for B.U.S. degree</b>	<b>120 S.H.</b>	(includes electives)

At least thirty-six semester hours at the upper-division courses (300-400 level) and thirty-six semester hours from a four-year institution are required. All degree requirements must be met, including a minimum grade point average of 2.00 in all areas: overall and general education.

Students interested in the University studies degree should develop an outline for a program of study with their advisor. Once approved by the advisor, the program will be reviewed by the Curriculum Committee, which will recommend to the Vice President for Academic Affairs. If approved, the program will become the master plan for graduation. Program approval should be secured prior to the beginning of the final semester of coursework.

## ASSOCIATE OF ARTS (A.A.)

The Associate of Arts Degree is a two-year program designed for students who wish to develop a marketable skill within an abbreviated period of time. These degrees require completion of a minimum of 64 semester hours. All of the course work in each of the programs is transferable to the baccalaureate degree should the student decide to continue his/her education. Associate of Arts programs are available in the following fields and are described in the discipline sections of this catalog:

### BUSINESS

Business Management

### EDUCATION

Early Childhood Associate

## MINORS

The following minors are available with baccalaureate degree majors:

Accounting

Biology / Biology Education

Business Administration

Chemistry / Chemistry Education

Coaching

Communication

Computer Information Systems

Developmental Adapted Physical Education (DAPE)

Early Childhood Education

English / English Education

Fitness and Wellness

General Science

Geography / Geography Education

Health / Health Education

History / History Education

Library Media and Information Science

Mathematics / Mathematics Education

Physical Education

Physical Science / Physical Science Education

Psychology / Psychology Education

Science for Elementary Teachers

Social Science / Social Science Education

Sociology

Special Needs Generalist

Sports Management





## DEGREE PROGRAMS

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# PROFESSIONAL PROGRAM INFORMATION

Mayville State University allows students to prepare for professional degrees not offered by the University. No specific baccalaureate degree is required for entry into many of the common professional programs, but careful planning is imperative for successful matriculation. All students should be aware that specific requirements for professional schools vary and change over time. Web sites for professional programs, including some of the most frequently chosen by MSU students, are provided in the appropriate sections. To make the students' admission transition as smooth as possible, students are urged to plan carefully with an academic advisor at Mayville State University while they consult the Web site of the institution they plan to attend.

## CHIROPRACTIC PROGRAMS

The following site of the Association of Chiropractic Colleges in Bethesda, MD provides information as well as a list of chiropractic schools in the United States: <http://www.chirocolleges.org/>. The Web site for the Northwestern Health Sciences in Bloomington, MN is <http://www.nwhealth.edu>. Students interested in Palmer College of Chiropractic in Davenport, IA should consult: <http://www.palmer.edu>. Additional information can be found at: <http://www.ada.org/prof/ed/programs>.

A bachelor's degree is required in many states for licensure. Consult your MSU advisory and the Chiropractic College where you plan to transfer to make sure of requirements.

## CRIMINAL JUSTICE PROGRAMS

Institutions of higher education offering two- and four-year programs in criminal justice normally require basic general education courses as part of that program. Students should be familiar with the total program of the school to which they are transferring so that a smooth transition can be made. Careful planning should be done with an adviser.

## DENTISTRY PROGRAMS

The current trend in preparing for the dental profession is for the student to complete a four-year degree prior to admission to dental school. The curriculum for admission to dentistry schools depends on the school to which a student applies. The following site will provide information regarding universities that have schools of dentistry: <http://www.dental-resources.com/dented2.html>. The following site is recommended for those interested in the University of Minnesota School of Dentistry: <http://www.dentistry.umn.edu/>. Students interested in Palmer College of Chiropractic in Davenport, IA should consult: <http://www.palmer.edu/>. Additional information can be found at: [http://www.ada.org/prof/ed/programs/search-ddsdmd\\_us.asp](http://www.ada.org/prof/ed/programs/search-ddsdmd_us.asp).

## ENGINEERING PROGRAMS

The following web site provides information for all types of engineering schools. <http://www.abet.org/schoolareaeac.asp>. Students should plan carefully with their advisor and with the engineering schools they plan to attend.

## LAW PROGRAMS

There is no prescribed pre-law curriculum for admission to most law schools. A four-year degree is normally required for admission along with satisfactory scores on the Law School Admission Test. Students considering a law program should consult with their advisors in planning their program of study by examining the curricula of the college to which they plan to transfer. Information can be found at: <http://lawschool.microedu.net/www/index.htm>.

## MEDICAL LABORATORY SCIENCE

### (Medical Technology Programs)

Mayville State University offers a B.S. in Medical Laboratory Science (CLS) in collaboration with the University of North Dakota School of Medicine and Health Sciences. This degree will articulate into advanced degree programs in MLS.

A directory of programs for each state can be found at: <http://health-care-education.com/states/northdakota/index.html>.

## MEDICAL PROGRAMS

The common practice for students wishing to enter medical school is to receive four-year degrees, applying to medical school during the fourth year. Students interested in medical programs may contact the U.S. and Canadian Medical School Admissions Offices at: <http://www.aamc.org/students/applying/admissions.htm>.

## DEGREE PROGRAMS

### MORTUARY SCIENCE PROGRAMS

The American Board of Funeral Services maintains a directory of all college and university programs accredited by the American Board of Funeral Service Education (ABFSE): <http://www.abfse.org/html/dir-listing.html>.

### NURSING PROGRAMS

Students who are interested in nursing programs can complete pre-requisite courses at Mayville State University. MSU and Lake Region State College (LRSC) are partnering to offer the Dakota Nursing Program on the Mayville campus, starting in fall 2010. Students may complete up to one year of coursework from Mayville State to meet the admission requirements for the Dakota Nursing Program. See the Office of Student Services in Old Main 107 for specific information about this unique opportunity.

The following site will help students find nursing sites all across the nation: <http://www.discovernursing.com/>.



### OPTOMETRY PROGRAMS

It is important that students understand that each college of optometry has its own specific requirements and procedures. The following site will help students find optometry sites and information. Association of Schools and Colleges of Optometry: Member Schools and Colleges of Optometry: go to <http://www.opted.org>.

### PHARMACY PROGRAMS

Contact the American Association of Colleges of Pharmacy: Pharmacy School Admission Requirements (PSAR): <http://www.aacp.org/Pages/Default.aspx>.

### PHYSICAL THERAPY PROGRAMS

To find CAPTE Accredited Physical Therapist Education Programs—Commission on Accreditation I Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), go to: Education Programs and Students Resources at <http://www.apta.org/>.

### VETERINARY SCIENCE PROGRAM

The Web site: <http://netvet.wustl.edu/vschool.htm#colleges> will provide guidance for students interested in pursuing a career in veterinary science.

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## BUSINESS AND COMPUTER INFORMATION SYSTEMS

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# Business and Computer Information Systems

## Majors and Minors Available

### Division Mission Statement

Preparing students for successful careers in a dynamic technology-enriched business environment.

### Division Goals

- Division graduates will possess the communication skills necessary to work effectively and efficiently.
- Division graduates will possess the knowledge, expertise, and competencies to innovatively use technology, to solve problems, and to think critically and ethically.
- Division graduates will develop an appreciation for the importance of life-long learning.

The Division of Business and Computer Information Systems supports the institutional mission by preparing professionally educated business and technology practitioners. The division provides students with life-long skills necessary to function in a rapidly changing, highly technological world of work. This is accomplished by offering Bachelor of Science four-year degree programs in business administration and computer information systems. The division also offers the Bachelor of Applied Science four-year degree programs in business administration and computer information systems. An Associate of Arts program is available in business management.

To assist in the attainment of the division goals, all business and technology programs include:

- Providing learning experiences that complement the general education program by enhancing the ability to communicate effectively, using reading, writing, speaking, and listening;
- Developing advanced skills necessary to utilize technology to solve work-related problems;
- Developing rational decision-making skills utilizing critical and creative thinking and appropriate problem-solving techniques within business and technology environments;
- Developing the ability to apply business and technology concepts to work-related functions;
- Providing students with opportunities for work experiences in business and industry; and
- Developing foundation skills and knowledge used in pursuing advanced education.

### Business

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#### Majors

Business Administration (B.S.)  
Business Administration (B.A.S.)  
Business Management (A.A.)

#### Minors

Accounting  
Business Administration

### Computer Information Systems

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#### Majors

Computer Information Systems (B.S.)  
Computer Information Systems (B.A.S.)

#### Minor

Computer Information Systems

## EDUCATION AND PSYCHOLOGY

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# Education and Psychology

## Majors and Minors Available

### Division Mission Statement

The Division of Education and Psychology is governed by the Mayville State University mission statement.

Professional education prepares teachers for elementary and secondary schools. To achieve this end, the professional education program emphasizes: the learning process from childhood through adolescence; the concepts and applications of learning theories and evaluative techniques; the study of students with special needs and the utilization of academic modifications; the utilization of multi-media, computers, and current technology; an analysis of the needs of racial and multicultural minority students and the ways in which the schools may accommodate those needs; and the sociological and historical foundations of the public schools.

### Student Learning Outcomes

- Demonstrate content knowledge in the academic discipline;
- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment;
- Demonstrate ability to adapt instruction to meet the needs of diverse learners;
- Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies and create meaningful learning experiences;
- Demonstrate the ability to communicate effectively using a variety of verbal, non-verbal, and media communication techniques;
- Demonstrate the ability to use formal and informal assessment strategies; and
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth.

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, students are given opportunities to use logical reasoning, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

Some professional courses provide field-based experiences under the dual supervision of the responsible college faculty and selected competent and qualified cooperating public school teachers. Clinical field-based experiences are an integral part of the professional education program that is designed to help the students understand the relationship between classroom theory and application. Students progressing in the teacher education program are evaluated through electronic portfolios. When students enroll in EDUC 272-Educational Technology, they purchase software that enables them to have a Web site on which they can create electronic portfolios. During this class they will begin to store artifacts (visual presentations, research papers, lesson plans) that can be used to show their attainment of knowledge, skills and dispositions throughout their teacher-education training. Their artifacts will be reviewed periodically to assure that they are fulfilling the ten Interstate New Teacher Assessment and Support Consortium (INTASC) principles. A final formal portfolio review by the advisor and two other reviewers will be held at the conclusion of student teaching.

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It is imperative that Mayville State University teacher education graduates know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socio-economic and regional/geographical origins.



### **Early Childhood Program Goals**

- To provide Early Childhood settings with trained professionals;
- To meet the needs of nontraditional students who would like to pursue a college education while continuing to work in the field;
- To allow students the opportunity to earn college credits for life experience;
- To provide students with specialty areas that will meet their individual interests and needs; and
- To give students opportunities to participate directly with public schools, special education, cooperatives, social services, public health and other collaborative entities across multiple disciplines.

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All degree requirements must be met, including a minimum grade point average of 2.00 in all areas: generals, core courses for the major, professional courses, and specializations. Some classes may be transferred from other institutions, however, one-fourth (1/4) of the major core professional and specializations must be Mayville State courses and the student must have earned at least 30 semester hours in residence.

### **Library Media and Information Science Goals**

The goals of the library program are to provide students with:

- Knowledge to anticipate changing needs in libraries as well as flexibility to respond to those changes;
- Critical-thinking and decision-making skills needed to apply concepts of librarianship;
- Communication skills to work with library patrons and strategic constituents;
- Technical skills necessary for utilizing technology; and
- Networking skills to expedite cooperation between libraries.

### **Psychology Program Goals**

The goal of the psychology program is to acquaint students with the basic principles and laws of human behavior.

Consideration of a major or minor in psychology could result in the ability to accomplish a variety of goals, including:

- Graduate study in psychology or related fields;
- Development of skills for paraprofessional employment;
- Preparation for teaching high school level psychology;
- Preparation for employment in a business or industry seeking graduates with a broad education, flexible outlook; and
- An ability to attack problems systematically.

This program complements Studies in Education, Health Education, Science, Social Science, and Business.

## EDUCATION AND PSYCHOLOGY

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### Early Childhood

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**Teaching Majors**

Early Childhood Education (B.S.Ed.)

**Non-Teaching Majors**

Early Childhood (B.A.)

Early Childhood Associate (A.A.)

### Education

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**Teaching Majors**

Elementary Education (B.S.Ed.)

Secondary Education (B.S.Ed.)

- Composite in Biology Education
- Composite in Chemistry Education
- Composite in Social Science Education
- English Education
- Geography Education
- Health Education
- History Education
- Mathematics Education
- Physical Education

**Non-Teaching Majors**

Studies in Education (B.A.)

**Minors**

Early Childhood Education

Special Needs Generalist

### Library Media and Information Science

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

None currently offered

**Minor**

Library Media and  
Information Science

### Psychology

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

Applied Psychology (B.A.)

**Minor**

Psychology/Psychology  
Education



HEALTH, PHYSICAL EDUCATION AND RECREATION

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## Health, Physical Education and Recreation

## Majors and Minors Available

**Division Mission Statement**

The Division of Health, Physical Education, and Recreation is governed by the Mayville State University mission statement. We are preparing students for successful careers in the teaching field and in the various fields of health, sports, recreation, fitness and wellness.

**Division Goals**

- To provide a comprehensive program of teacher training that will adequately prepare teachers in the fields of physical education, health, and coaching on both the elementary and secondary levels;
- To provide preparation for a non-teaching career in the general areas of sports, recreation, fitness and wellness;
- To teach skills and knowledge in the activities that promote health and physical fitness and provide socializing experiences as a means of achieving an integrated personality; and
- To provide a means by which students have the opportunity to participate in a broad range of sports, games, and fitness activities.

The division sponsors athletic competition for both men and women in a wide variety of intercollegiate athletics. The University competes as a member of the Dakota Athletic Conference (DAC), a conference affiliated with the National Association of Intercollegiate Athletics (NAIA). The division also sponsors a full program of intramural sports. The function of the program is to encourage and promote opportunities for individuals and student groups to learn cooperation and good sportsmanship, and to maintain health and fitness.

Fitness and Wellness

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

Fitness and Wellness (B.S.)

**Minors**

Fitness and Wellness

Health

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**Teaching Majors**

Health Education (B.S.Ed.)

**Non-Teaching Majors**

Health (B.S.)

**Minors**

Health/Health Education

Physical Education and Recreation

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**Teaching Majors**

Physical Education (B.S.Ed.)

**Non-Teaching Majors**

None currently offered

**Minors**

Coaching

Developmental Adapted Physical  
Education

Physical Education

Sports Management

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

Sports Management (B.S.)

**Minors**

Sports Management

LIBERAL ARTS

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## Liberal Arts

### Majors and Minors Available

See Geography, History and Economics

**Division Mission Statement**

To prepare students for careers, life-long learning, citizenship, cultural enhancement, and problem solving.

**Division Goals**

- Division graduates will read, write, speak, listen, and think with precision, awareness of purpose, and maturity of style.
- Division graduates will show perception, sensitivity, critical thinking, and knowledge in their study of behavioral-social processes and institutions.
- Division graduates will increase knowledge concerning human accomplishments in art, music, history, rhetoric, and literature and will value lifelong participation in society and culture.

**Communication**

**Teaching Majors**  
None currently offered

**Non-Teaching Majors**  
Communication (B.S.)

**Minors**  
Communication

**English**

**Teaching Majors**  
English Education (B.S.Ed.)

**Non-Teaching Majors**  
English (B.A.)

**Minors**  
English/English Education

**Geography**

**Teaching Majors**  
Geography Education (B.S.Ed.)

**Non-Teaching Majors**  
None currently offered

**Minors**  
Geography/Geography  
Education

**History**

**Teaching Majors**  
History Education (B.S.Ed.)

**Non-Teaching Majors**  
None currently offered

**Minors**  
History/History Education

**Music Education**

**Teaching Majors**  
None currently offered

**Non-Teaching Majors**  
None currently offered

**Minors**  
Music Education

**Social Science**

**Teaching Majors**  
Composite in Social Science  
Education (B.S.Ed.)

**Non-Teaching Majors**  
Social Science (B.A.)

**Minors**  
Social Science/Social  
Science Education

**Sociology**

**Teaching Majors**  
None currently offered

**Non-Teaching Majors**  
None currently offered

**Minors**  
Sociology

**University Studies**

**Teaching Majors**  
None currently offered

**Non-Teaching Majors**  
University Studies (B.U.S.)

**Minors**



# Science and Mathematics

## Majors and Minors Available

### Division Mission Statement

The Division of Science and Mathematics supports the University mission through its offerings by providing students with opportunities to develop skills and to attain knowledge necessary to realize their potential and become contributing citizens. This is accomplished by offering Bachelor of Science four-year degree programs in Biology, Clinical Laboratory Science, Chemistry, and Mathematics, as well as Bachelor of Science in Education four-year degree programs in Composite in Biology Education, Composite in Chemistry Education, and Mathematics Education. The Division of Science and Mathematics provides coursework in astronomy, biology, clinical laboratory sciences, chemistry, geology, mathematics, physics, and science.

### Division Goals

Division goals that are common to all courses include developing foundation skills and knowledge used in pursuing advanced education; providing learning experiences meeting and complementing the general education program learning objectives; and developing higher-order thinking skills necessary to solve problems, to work with models of systems, and to apply scientific and mathematical concepts to draw conclusions.

The goals of the Science program are to present current information on aspects of the physical world and to develop logical reasoning, sometimes mathematical, relating one process to another. Courses in this area prepare students to explain the basic principles of science and its relationship to other disciplines, to describe different scientific models and how these models are used to stimulate scientific inquiry, and to identify the assumptions and limitations of scientific methods.

The goals of the Mathematics program are to foster the ability to think critically, to think mathematically in terms of precise and quantitative relationships which reveal the logical structure within a system, and to aid the student in developing an awareness of the vital connections and relationships between mathematical topics and their applications in the real world. Courses in this program prepare students to develop a conceptual understanding of mathematics, to reason and communicate through mathematics, to develop a proficiency in problem-solving using a variety of tools and strategies, and to use appropriate technology to enhance their understanding of mathematics.



## SCIENCE AND MATHEMATICS

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### Biology

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**Teaching Majors**

Composite in Biology  
Education (B.S.Ed.)

**Non-Teaching Majors**

Biology (B.S.)  
Clinical Laboratory  
Science (B.S.)

**Minors**

Biology/Biology Education

### Chemistry

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**Teaching Majors**

Composite in Chemistry  
Education (B.S.Ed.)

**Non-Teaching Majors**

Chemistry (B.S.)

**Minors**

Chemistry/Chemistry Education

### Mathematics

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**Teaching Majors**

Mathematics Education (B.S.Ed.)

**Non-Teaching Majors**

Mathematics (B.S.)

**Minors**

Mathematics/Mathematics  
Education

### Science

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**Teaching Majors**

None currently offered

**Non-Teaching Majors**

None currently offered

**Minors**

General Science  
Physical Science/Physical  
Education  
Science for the Elementary  
Teacher



## DEGREE PROGRAMS

Mayville State University offers programs of study leading to degrees of Bachelor of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of University Studies, Bachelor of Applied Science and Associate of Arts. Mayville State also offers a number of suggested courses for professional programs for students transferring to other institutions for advanced specializations.

### BACHELOR OF SCIENCE IN EDUCATION (B.S.Ed.)

The Bachelor of Science in Education is a degree designed for the preparation of elementary, junior high school and secondary teachers. A minimum of 120 semester hours of work including at least one major and one minor program or a composite major is required to complete the curriculum, including at least 36 semester hours at the upper-division level courses (300-400 level). See the “courses of study” section of this catalog for major/minor requirements.

The first two years of coursework in this degree program are devoted to completing general education requirements of the University. Satisfactory completion of the general education requirements is one of the prerequisites for admission to the teacher education program. The second two years, once a student has been formally accepted into the teacher education program, are devoted to completion of the professional teacher preparation education courses and other upper-division major and minor courses. See the “Education” section of this catalog for teacher education requirements.

Majors available in the **Bachelor of Science in Education** degree include:

Composite in Biology Education	Geography Education
Composite in Chemistry Education	Health Education
Composite in Social Science Education	History Education
Early Childhood Education (Pre-K-Grade 3)	Mathematics Education
Elementary Education	Physical Education
English Education	

### BACHELOR OF ARTS (B.A.) - BACHELOR OF SCIENCE (B.S.)

The major objectives of these degrees include the development of communication skills, knowledge of the general culture, and an in-depth knowledge of the area of academic concentration. These degrees require completion of a minimum of 120 semester hours, including at least 36 semester hours at the upper-division courses (300-400 level). A minimum of one major and one minor or two specialization (supporting) areas must be completed in these degrees.

Majors available in the **Bachelor of Arts degree** include:

Applied Psychology  
Communication  
Early Childhood  
English  
Social Science  
Studies in Education

Majors available in the **Bachelor of Science degree** include:

Biology	Health
Business Administration	Fitness and Wellness
Chemistry	Mathematics
Clinical Laboratory Science	Sports Management
Computer Information Systems	

## DEGREE PROGRAMS

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### BACHELOR OF APPLIED SCIENCE (B.A.S.)

Mayville State University is the first university in the state of North Dakota to receive approval to offer a Bachelor of Applied Science (B.A.S.) degree. The B.A.S. degree is a flexible degree plan designed specifically to serve the advanced educational needs of a student who has earned an Associate of Applied Science (A.A.S.), an Associate of Science (A.S.), or other Applied Associate degrees. To be admitted to the B.A.S., a student must complete an Associate degree from a regionally accredited institution. The Associate degree with a maximum of 64 credits will transfer as a block and the student will complete a “capstone” type of program. The B.A.S. degree has sometimes been called an “inverted transfer” degree, because students complete fewer general education credits and more of the technical courses in their first two years. The final two years include more general education courses and additional business and technical courses necessary for the student’s career goals.

The B.A.S. degree is consistent with educational excellence. Applied Associate degree students have sometimes found it difficult to transfer into baccalaureate programs because of the nature of their degree. This bachelor’s degree may remove some of the traditional barriers these graduates face. Students can use their previous coursework and enhance their knowledge by adding additional general education and professional courses.

Majors available in the Bachelor of Applied Science degree include:

Business Administration – on campus and online  
Computer Information Systems

### BACHELOR OF UNIVERSITY STUDIES (B.U.S.)

This flexible degree is available to students who wish to structure their own program of study while selecting classes that are valuable for their personal goals. Students pursuing this degree must complete the general education requirements, residency requirements (30 S.H. required from MSU), and academic requirements of the University. Students, with the assistance of their academic advisor, create a program of study. A minimum of 120 semester hours is required.

University Studies Degree	Semester Hours	
Upper Level 300-400	36 S.H.	
General Education	36 S.H.	
Minor (Optional)	16-21 S.H.	
IT Certificate Courses	5 S.H.	(Institutional Requirement)
Concepts of Fitness & Wellness/First Aid & CPR	3 S.H.	(Institutional Requirement)
Electives	19-24 S.H.	(without minor 40 S.H.)
<b>Total for B.U.S. degree</b>	<b>120 S.H.</b>	(includes electives)

At least thirty-six semester hours at the upper-division courses (300-400 level) and thirty-six semester hours from a four-year institution are required. All degree requirements must be met, including a minimum grade point average of 2.00 in all areas: overall and general education.

Students interested in the University studies degree should develop an outline for a program of study with their advisor. Once approved by the advisor, the program will be reviewed by the Curriculum Committee, which will recommend to the Vice President for Academic Affairs. If approved, the program will become the master plan for graduation. Program approval should be secured prior to the beginning of the final semester of coursework.



## ASSOCIATE OF ARTS (A.A.)

The Associate of Arts Degree is a two-year program designed for students who wish to develop a marketable skill within an abbreviated period of time. These degrees require completion of a minimum of 64 semester hours. All of the course work in each of the programs is transferable to the baccalaureate degree should the student decide to continue his/her education. Associate of Arts programs are available in the following fields and are described in the discipline sections of this catalog:

### BUSINESS

Business Management

### EDUCATION

Early Childhood Associate

## MINORS

The following minors are available with baccalaureate degree majors:

Accounting

Biology / Biology Education

Business Administration

Chemistry / Chemistry Education

Coaching

Communication

Computer Information Systems

Developmental Adapted Physical Education (DAPE)

Early Childhood Education

English / English Education

Fitness and Wellness

General Science

Geography / Geography Education

Health / Health Education

History / History Education

Library Media and Information Science

Mathematics / Mathematics Education

Physical Education

Physical Science / Physical Science Education

Psychology / Psychology Education

Science for Elementary Teachers

Social Science / Social Science Education

Sociology

Special Needs Generalist

Sports Management



## DEGREE PROGRAMS

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# PROFESSIONAL PROGRAM INFORMATION

Mayville State University allows students to prepare for professional degrees not offered by the University. No specific baccalaureate degree is required for entry into many of the common professional programs, but careful planning is imperative for successful matriculation. All students should be aware that specific requirements for professional schools vary and change over time. Web sites for professional programs, including some of the most frequently chosen by MSU students, are provided in the appropriate sections. To make the students' admission transition as smooth as possible, students are urged to plan carefully with an academic advisor at Mayville State University while they consult the Web site of the institution they plan to attend.

## CHIROPRACTIC PROGRAMS

The following site of the Association of Chiropractic Colleges in Bethesda, MD provides information as well as a list of chiropractic schools in the United States: <http://www.chirocolleges.org/>. The Web site for the Northwestern Health Sciences in Bloomington, MN is <http://www.nwhealth.edu>. Students interested in Palmer College of Chiropractic in Davenport, IA should consult: <http://www.palmer.edu>. Additional information can be found at: <http://www.ada.org/prof/ed/programs>.

A bachelor's degree is required in many states for licensure. Consult your MSU advisory and the Chiropractic College where you plan to transfer to make sure of requirements.

## CRIMINAL JUSTICE PROGRAMS

Institutions of higher education offering two- and four-year programs in criminal justice normally require basic general education courses as part of that program. Students should be familiar with the total program of the school to which they are transferring so that a smooth transition can be made. Careful planning should be done with an adviser.

## DENTISTRY PROGRAMS

The current trend in preparing for the dental profession is for the student to complete a four-year degree prior to admission to dental school. The curriculum for admission to dentistry schools depends on the school to which a student applies. The following site will provide information regarding universities that have schools of dentistry: <http://www.dental-resources.com/dented2.html>. The following site is recommended for those interested in the University of Minnesota School of Dentistry: <http://www.dentistry.umn.edu/>. Students interested in Palmer College of Chiropractic in Davenport, IA should consult: <http://www.palmer.edu/>. Additional information can be found at: [http://www.ada.org/prof/ed/programs/search-ddsdmd\\_us.asp](http://www.ada.org/prof/ed/programs/search-ddsdmd_us.asp).

## ENGINEERING PROGRAMS

The following web site provides information for all types of engineering schools. <http://www.abet.org/schoolareaeac.asp>. Students should plan carefully with their advisor and with the engineering schools they plan to attend.

## LAW PROGRAMS

There is no prescribed pre-law curriculum for admission to most law schools. A four-year degree is normally required for admission along with satisfactory scores on the Law School Admission Test. Students considering a law program should consult with their advisors in planning their program of study by examining the curricula of the college to which they plan to transfer. Information can be found at: <http://lawschool.microedu.net/www/index.htm>.

## CLINICAL LABORATORY SCIENCE

### (Medical Technology Programs)

Mayville State University offers a B.S. in Clinical Laboratory Science (CLS) in collaboration with the University of North Dakota School of Medicine and Health Sciences. This degree will articulate into advanced degree programs in CLS.

A directory of programs for each state can be found at: <http://health-care-education.com/states/northdakota/index.html>.

## MEDICAL PROGRAMS

The common practice for students wishing to enter medical school is to receive four-year degrees, applying to medical school during the fourth year. Students interested in medical programs may contact the U.S. and Canadian Medical School Admissions Offices at: <http://www.aamc.org/students/applying/admissions.htm>.

## DEGREE PROGRAMS

### MORTUARY SCIENCE PROGRAMS

The American Board of Funeral Services maintains a directory of all college and university programs accredited by the American Board of Funeral Service Education (ABFSE): <http://www.abfse.org/html/dir-listing.html>.

### NURSING PROGRAMS

Students who are interested in nursing programs can complete pre-requisite courses at Mayville State University. MSU and Lake Region State College (LRSC) are partnering to offer the Dakota Nursing Program on the Mayville campus, starting in fall 2010. Students may complete up to one year of coursework from Mayville State to meet the admission requirements for the Dakota Nursing Program. See the Office of Student Services in Old Main 107 for specific information about this unique opportunity.

The following site will help students find nursing sites all across the nation: <http://www.discovernursing.com/>.



### OPTOMETRY PROGRAMS

It is important that students understand that each college of optometry has its own specific requirements and procedures. The following site will help students find optometry sites and information. Association of Schools and Colleges of Optometry: Member Schools and Colleges of Optometry: go to <http://www.opted.org>.

### PHARMACY PROGRAMS

Contact the American Association of Colleges of Pharmacy: Pharmacy School Admission Requirements (PSAR): <http://www.aacp.org/Pages/Default.aspx>.

### PHYSICAL THERAPY PROGRAMS

To find CAPTE Accredited Physical Therapist Education Programs—Commission on Accreditation I Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), go to: Education Programs and Students Resources at <http://www.apta.org/>.

### VETERINARY SCIENCE PROGRAM

The Web site: <http://netvet.wustl.edu/vschool.htm#colleges> will provide guidance for students interested in pursuing a career in veterinary science.

## BIOLOGY

# BIOLOGY

## Division of Science and Mathematics

**ADMISSION TO BIOLOGY MAJORS**

All admission criteria are monitored and enforced by the discipline faculty. Admission to the Biology major requires that the student:

1. Complete BIOL 150 and BIOL 151 with a minimum grade of “C” in each course.
2. Have an institutional cumulative GPA of at least 2.50.
3. Have satisfactory communication skills as demonstrated by successful completion of ENGL 110 and ENGL 120 with a minimum grade of “C” in each course.
4. Have satisfactory mathematics skills as demonstrated by successful completion of MATH 103 with a minimum grade of “C.”
5. Have satisfactory computer skills as demonstrated by successful completion of CIS 112, CIS 114, CIS 116, and CIS 118 with a minimum grade of “B” in each course or comparable performance on the appropriate University examination.
6. Complete an oral interview with the discipline faculty.

Final approval of the discipline faculty is contingent upon their professional judgment following consideration of documentation and faculty assessment.

## Major: Biology    Bachelor of Science

This program is designed for students planning graduate studies in the academic area or as a pre-professional background for areas such as medicine, pharmacy, chiropractic, etc. The student must complete the general education core and the biology core listed below. The MSU Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major. A capstone laboratory or non-laboratory project (SCNC 480) is required.

Biology majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, a minimum of six (6) semester hours of humanities, MATH 103, MATH 105, and a minimum of six (6) semester hours of social science, which are pre-requisite courses to this major.

**Core Requirements:**

BIOL 150-General Biology I	3	BIOL 312-Vertebrate Zoology	3
BIOL 150L-General Biology I Lab	1	BIOL 312L-Vertebrate Zoology Lab	1
BIOL 151-General Biology II	3	BIOL 315-Genetics	3
BIOL 151L-General Biology II Lab	1	BIOL 315 – Genetics Lab	1
BIOL 236-Survey of Botany	3	BIOL 341-Cell Biology	3
BIOL 236L-Survey of Botany Lab	1	BIOL 341-Cell Biology Lab	1
BIOL 302-Survey of Microbiology	3	MATH 323-Probability and Statistics	3
BIOL 302L-Survey of Microbiology Lab	1	SCNC 480-Science Comprehensive	1
BIOL 311-Invertebrate Zoology	3		
BIOL 311L-Invertebrate Zoology Lab	1		
<b>Total</b>			<b>36</b>



## Major: Composite in Biology Education Bachelor of Science in Education

A minor is not required with this major program. Teacher certification also requires completion of EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods for Science. Completion of this program qualifies graduates for certification to teach all sciences, grades 7-12, in North Dakota and for biology or life science licensure, grades 5-12, in Minnesota. A capstone laboratory or non-laboratory project (SCNC 480) is required.

Composite in Biology Education majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, GEOG 103, a minimum of six (6) semester hours of humanities, and MATH 103, MATH 105, PSYC 111, which are pre-requisite courses to this major.

### Core Requirements:

BIOL 150-General Biology I	3	CHEM 122-General Chemistry II	3
BIOL 150L-General Biology I Lab	1	CHEM 122L-General Chemistry II Lab	1
BIOL 151-General Biology II	3	CHEM 341-Organic Chemistry I	4
BIOL 151L-General Biology II Lab	1	CHEM 341L-Organic Chemistry I Lab	1
BIOL 220-Anatomy and Physiology I	3	GEOL 115-Introductory Geology	3
BIOL 220L-Anatomy and Physiology I Lab	1	GEOL 115L-Introductory Geology Lab	1
BIOL 236-Survey of Botany	3	MATH 323-Probability and Statistics	3
BIOL 236L-Survey of Botany Lab	1	PHYS 110-Introductory Astronomy	3
BIOL 311-Invertebrate Zoology	3	PHYS 110L-Introductory Astronomy Lab	1
BIOL 311L-Invertebrate Zoology Lab	1	PHYS 211-College Physics I	3
BIOL 315-Genetics	3	PHYS 211L-College Physics I Lab	1
BIOL 315L-Genetics Lab	1	PHYS 212-College Physics II	3
BIOL 332-General Ecology	3	PHYS 212L-College Physics II Lab	1
BIOL Electives (BIOL 302, 312, 341 or 350 with Lab)	4		
CHEM 121-General Chemistry I	3		
CHEM 121L-General Chemistry I Lab	1		
<b>Total</b>			<b>64</b>

## Minor: Biology/Biology Education

Students in this program complete BIOL 150-General Biology I and BIOL 151-General Biology II, plus 12 semester hours of biology electives to total a minimum of 20 semester hours. Teacher-certification candidates must also complete EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods for Science.

## BIOLOGY

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### Major: Medical Laboratory Science Bachelor of Science

#### Admission to Medical Laboratory Science Major

All admission criteria are monitored and enforced by the discipline faculty. Admission to the Medical Laboratory Science major requires that the student:

1. Complete BIOL 150, BIOL 151, CHEM 121 and CHEM 122 with a minimum grade of “C” in each course.
2. Have an institutional cumulative GPA of at least 2.80.
3. Have satisfactory communication skills as demonstrated by completion of ENGL 110 and ENGL 120 with a minimum grade of “C” in each course.
4. Have satisfactory mathematics skills as demonstrated by successful completion of MATH 103 with a minimum grade of “C.”
5. Have satisfactory computer skills as demonstrated by successful completion of CIS 112, CIS 114, CIS 116, and CIS 118 with a minimum grade of “B” in each course or comparable performance on the appropriate University examination.
6. Complete an oral interview with the discipline faculty.

Final approval of the discipline faculty is contingent upon their professional judgment following consideration of documentation and faculty assessment. The MLS program reserves the right to place on probation or to cancel the registration of any student whose performance in the classroom or clinical experience is deemed unsatisfactory.

The Medical Laboratory Science program is designed to give the student the necessary, medically oriented scientific background to enter clinical training at an accredited laboratory. Medical Laboratory scientists are concerned with the study and practice of diagnostic medicine and they generate accurate and reliable test results used in the diagnosis and treatment of disease.

Mayville State University is an affiliate of the Western College Alliance for Clinical Laboratory Science (WCACLS), which is a cooperative program between the member institutions and the University of North Dakota (UND) to train students in the profession of medical laboratory science.

The academic program consists of three years of coursework completed at Mayville State University. Through the affiliation with the University of North Dakota, the student participates in a clinical internship at one of the many participating accredited hospitals following completion of an intensive summer practicum on the UND campus.

The academic portion of the program provides the student with a broad-based background in the sciences as well as general education courses in communications, the humanities and the social and behavioral sciences. The first two years primarily involve general education courses and fundamental courses in chemistry, microbiology, anatomy and physiology. The third year involves the student in courses more directly relevant to the major such as clinical microbiology, hematology, and immunology. The clinical year provides practical experience in clinical laboratory techniques.

Mayville State University’s Medical Laboratory Science curriculum is aligned with the UND Medical Laboratory Science program. Students apply to the UND MLS program for the final clinical year. The applicant must have a cumulative GPA of a least 2.8, no more than one “D” in any mathematics or science course, and be recommended by their college/University advisor. After successfully finishing the clinical year, students receive a certificate of completion from the University of North Dakota verifying completion of twelve months of clinical training in the UND National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredited program. The certificate of completion entitles the student for national board eligibility.

#### Core Requirements:

The Medical Laboratory Science program requires completion of a minimum of 128 semester hours which are mostly prescribed. Establishing an early working relationship with the Mayville State program advisor is strongly recommended. Program fees based on current fees at UND are charged to all students during the professional practicum and internship year. There are additional special requirements prior to contact with patients and testing of patient specimens. Several states require a background check prior to working with patients. All clinical affiliates require specific immunizations and

testing to be completed (or a signed liability waiver) before entrance into the medical facility. Students are responsible for additional costs that include travel, housing, food, and summer lab course fees during the practicum and internship year.

Clinical Laboratory Science majors must complete 36 hours of general education, including BIOL 150, BIOL 151, ECON 201, ENGL 110, ENGL 120, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses to this major. The MSU Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major.

### Core Requirements:

MLS 340-Molecular Diagnostics	2		
MLS 470-Clinical Immunohematology I	1	MLS 482-Clinical Hematology I	2
MLS 471-Clinical Chemistry: Theory, Principles, Procedures, and Correlations	2	MLS 483-Clinical Laboratory II	1
		MLS 484-Clinical Microbiology I	2
MLS 472-Clinical Laboratory I	1	MLS 485-Clinical Laboratory III	1
MLS 473-Clinical Hemostasis	2	MLS 486-Clinical Immunology	1
MLS 474-Clinical Microscopy and Urinalysis	2	MLS 487-Medical Mycology	1
MLS 475-Clinical Body Fluids	1	MLS 490-Financial/Quality Management	3
MLS 477-Clinical Immunohematology Theory	1	MLS 491-Clinical Chemistry II	2
MLS 478-Clinical Microbiology Theory & Lab.	2	MLS 492-Clinical Immunohematology III	2
MLS 480-Clinical Immunohematology II	2	MLS 493-Clinical Hematology II	3
MLS 481-Clinical Chemistry I	3	MLS 495-Clinical Microbiology II	2
		<b>Total</b>	<b>37</b>



## Plasmid Science Certificate of Completion

In collaboration with a local biotechnology based business, Mayville State University is providing students the excellent opportunity to receive a certificate of completion (14 credits) in Plasmid Science. This certificate is intended to provide the student with the critical knowledge and the skill set necessary to begin a career in the biotechnology industry.

Skill set needed in Plasmid Science field:

- |   |  |
|---|--|
| 1. Introduction to lab procedures/equipment (I) | 7. Plasmid quantification (II)         |
| 2. Media and buffer preparation (I)             | 8. Plasmid quality control (II)        |
| 3. Plasmid production (I)                       | 9. Protein/enzyme synthesis (II)       |
| 4. Plasmid isolation (I)                        | 10. Protein purification (II)          |
| 5. On-the-job shadowing (I)                     | 11. Protein/enzyme quantification (II) |
| 6. Plasmid verification (I)                     | 12. Protein enzyme verification (II)   |

Pre-requisites for formal acceptance into the Plasmid Science certificate field: CHEM 121 General Chemistry I and CHEM 121L General Chemistry I Lab with minimum grades of "C" in lecture and lab.

### Core Requirements:

### Additional Recommended Coursework:

CHEM 122-General Chemistry II	3	MATH 103-College Algebra	3
CHEM 122L-General Chemistry II Lab	1	BIOL 150-General Biology I	3
CHEM 341-Organic Chemistry I	4	BIOL 150L-General Biology I Lab	1
BIOL 242-Plasmid Science Methods I *	2	ENGL 110-College Composition I	3
BIOL 243-Plasmid Science Methods II *	3	ENGL 120-College Composition II	3
SCNC 480-Science Comprehensive †	1	CIS 112-Intro. to Word Processing	1
* New course		CIS 114-Intro. to Spreadsheet Applications	1
† Formal acceptance is required			<b>14</b>
<b>Total</b>	<b>14</b>		

## ADDENDUM



## BUSINESS

## BUSINESS

## Division of Business and Computer Information Systems

## Major: Business Administration Bachelor of Science

This major is designed to provide students with the education necessary for success in business. Majors in this program complete 36 hours of general education, a 36-hour business core, two 12-hour specialization areas or one minor, five credits of Information Technology (IT) Certificate courses, other institutional requirements, and approved electives to total no less than 120 hours. The internship program provides eligible students the opportunity to work closely with management during on-the-job training. This work program is dependent upon the availability of internship stations.

Business Administration majors complete 36 hours of general education, including COMM 110, ECON 201, ECON 202, ENGL 110, ENGL 120, and MATH 103, which are pre-requisite courses to this major.

**Core Requirements:**

ACCT 200-Elements of Accounting I	3	BUSN 323-Managerial Finance	3
ACCT 201-Elements of Accounting II	3	BUSN 334-Business Communication	3
ACCT 315-Business in the Legal Environment	3	BUSN 336-Applied Statistics	3
ACCT 360-Accounting Systems	2	BUSN 351-Human Resource Management	3
BADM 301-Principles of Marketing	3	BUSN 455-Business Policies	3
BADM 302-Principles of Management	3	BUSN 491-Professional Development	1
BOTE 347-Computer Applications in Business	3	<b>Sub-total</b>	<b>36</b>

**Business Administration Specialization Areas:**

Choose two specialization areas or a minor.

<b>Accounting:</b>		<b>Management:</b>	
ACCT 300, 301-Intermediate Accounting I/II	8	BUSN 320-Enterprise Info Systems for Managers	3
ACCT 305, 306-Cost Accounting I/II	6	BUSN 340-Project Management	3
		BUSN 415-Management Science	3
<b>Banking:</b>		BUSN 418-Operations Management	3
ACCT 316-Banking Law	3		
BUSN 310-Fundamentals of Real Estate/Insurance	3	<b>Management Information Systems:</b>	
BUSN 312-Real Estate Financing	3	BUSN 320-Enterprise Info. Systems for Managers	3
BUSN 451-Lending	3	CIS 204-Programming I	3
		CIS 300-Introduction to Relational Database	3
<b>Entrepreneurship:</b>		CIS 310-Data Communications	3
BUSN 305-Foundations in Entrepreneurship	2		
BUSN 365-Entrepreneurial Business Plans	3	<b>Marketing:</b>	
BUSN 405-Topics and Issues in Entrepreneurship	2	BUSN 308-Retailing	3
BUSN 435-Entrep. Business Plan Practicum	4	BUSN 318-Advertising & Promotion Management	3
BUSN X95-Service Learning	.5	BUSN 423-Consumer Behavior	3
BUSN 497S-Internship	.5	BUSN 429-Advanced Marketing Management	3
<b>Finance:</b>		<b>Real Estate:</b>	
ACCT 400-Individual Income Taxation	3	ACCT 401-Business Income Taxation	3
ACCT 401-Business Income Taxation	3	BUSN 310-Fund. of Real Estate & Insurance	3
BUSN 312-Real Estate Financing	3	BUSN 311-Real Estate Appraisal	3
BUSN 453-Investment Analysis & Management	3	BUSN 312-Real Estate Financing	3
<b>Internship:</b>			
Supervised Work Experience	9		
Approved BUSN Elective	3		

## Major: Business Administration Bachelor of Applied Science

This major is designed to provide a flexible, transfer-friendly approach to specifically serve the needs of students who have earned Associate of Applied Science or Associate of Science degrees. A previously earned A.A.S. or A.S. degree will transfer as a block and students will complete a capstone-type program in business administration. Program requirements include 36 hours of general education, 24 hours of major core requirements, and 16 hours of supporting course work. A total of no less than 120 semester hours is required for graduation.

Pre-requisite to program entrance: successful completion of A.A.S. or A.S. program from accredited institution.

Business Administration majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, and MATH 103, which are pre-requisite courses to this major and approved electives to total no less than 120 semester hours. At least 36 semester hours must be in the upper course (300-400) level.

## Major: Business Administration Bachelor of Applied Science

The online B.A.S. degree in business administration coursework is also offered online over a six-semester rotation with the start-up cycle being offered periodically for new enrollees.

### General Education Requirements:

COMM 110-Fundamentals of Public Speaking	3	MATH 103-College Algebra	3
ENGL 110-College Composition I	3	Additional General Education Credits	24
ENGL 120-College Composition II	3	<b>Sub-total*</b>	<b>36</b>

\*Note: Courses completed as "general education course" in the A.A.S. or A.S. program will apply to the 36-hour sub-total.

### Core Requirements:

ACCT 200-Elements of Accounting I	3	BOTE 347-Computer Applications in Business	3
ACCT 201-Elements of Accounting II	3	BUSN 334-Business Communications	3
ACCT 360-Accounting Systems	2	BUSN 351-Human Resource Management	3
BADM 301-Principles of Marketing	3	BUSN 482S-Business Comprehensive	1
BADM 302-Principles of Management	3	<b>Sub-total</b>	<b>24</b>

### Supporting Course Work and Elective Requirements:

Supporting Course Work	Any BUSN course or other relevant courses that have approval of the advisor	<b>16</b>
Electives	Student should consult advisor for selection of additional elective courses to ensure that a total no less than 120 credits is successfully completed.	
<b>Total credits required for a B.A.S. Degree</b>		<b>120</b>

## BUSINESS

### ASSOCIATE OF ARTS DEGREES

An Associate of Art degree in business management is designed for students who wish to transfer to a four-year program and develop a marketable skill within an abbreviated period of time. Upon completion of the two-year degree, students will have completed the general education requirements of a four-year degree. All classes will transfer to a baccalaureate program at Mayville State University. A minimum of 64 semester hours is required for the two-year degree. To complete the program in two years, students are recommended to register for the courses as outlined below.

#### AA degree: Business Management

First Year: FALL		First Year: SPRING	
ACCT 200-Elements of Accounting I	3	ACCT 201-Elements of Accounting II	3
CIS 112-Introduction to Word Processing	1	ENGL 120-College Composition II	3
CIS 114-Introduction to Spreadsheet Applications	1	MATH 103-College Algebra	3
CIS 118-Introduction to Presentation Graphics	1	GE Science Requirement	4
ENGL 110-College Composition I	3	GE Social Science Requirement	3
GE Science Requirement	4		
GE Social Science Requirement	3		
<b>Subtotal</b>	<b>16</b>	<b>Subtotal</b>	<b>16</b>

Second Year: FALL		Second Year: SPRING	
BADM 302-Principles of Management	3	ACCT 360-Accounting Systems	2
BUSN 340-Project Management	3	BADM 301-Principles of Marketing	3
BUSN Electives (300-400 level)	3	BUSN 334-Business Communication	3
CIS 200-Computers in Society	1	CIS 116-Introduction to Database	1
COMM 110-Fundamentals of Public Speaking	3	HPER 100-Concepts of Fitness and Wellness	2
GE Humanities Requirement	3	HPER 210-First Aid and CPR	1
		GE Humanities Requirement	3
		GE Social Science Requirement	3
<b>Subtotal</b>	<b>16</b>	<b>Subtotal</b>	<b>18</b>

## Minor: Accounting

This program is designed to provide the student with a broad foundation in the fundamental principles of business and accounting and to support other related fields of study. The minor provides the student with additional depth in accounting that employers prefer and meets the 24 hour accounting concentration requirement for writing the CPA exam in North Dakota. Students selecting this minor program complete 23 semester hours beyond the introductory level.

### Requirements:

ACCT 300-Intermediate Accounting I	4	ACCT 400-Individual Income Taxation	3
ACCT 301-Intermediate Accounting II	4	ACCT 401-Business Income Taxation	3
ACCT 305-Cost Accounting I	3	ACCT 450-Auditing and Assurance Services	3
ACCT 306-Cost Accounting II	3	<b>Total</b>	<b>23</b>

## Minor: Business Administration

The Business Administration minor is designed for individuals who have chosen an undergraduate degree in a field other than business. The courses are selected to provide students with a variety of useful knowledge and skills that will assist them with the business aspects of their primary chosen area of study. Students selecting this minor program complete 18 semester hours.

### Requirements:

ACCT 200-Elements of Accounting I	3	BADM 302-Principles of Management	3
ACCT 201-Elements of Accounting II	3	BOTE 347-Computer Applications in Business	3
ACCT 360-Accounting Systems	2	BUSN 491-Professional Development	1
BADM 301-Principles of Marketing	3	<b>Total</b>	<b>18</b>





## CHEMISTRY

# CHEMISTRY

## Division of Science and Mathematics

**ADMISSION TO CHEMISTRY MAJORS**

All admission criteria are monitored and enforced by the discipline faculty. Admission to the Chemistry major requires that the student:

- Complete CHEM 121, CHEM 122, and CHEM 341 with a minimum grade of “C” in each course.
- Have an institutional cumulative GPA of at least 2.50.
- Have satisfactory communication skills as demonstrated by successful completion of ENGL 110 and ENGL 120 with a minimum grade of “C” in each course.
- Have satisfactory mathematics skills as demonstrated by successful completion of MATH 103 with a minimum grade of “C.”
- Have satisfactory computer skills as demonstrated by successful completion of CIS 112, CIS 114, CIS 116, and CIS 118 with a minimum grade of “B” in each course or comparable performance on the appropriate University examination.
- Complete an oral interview with the discipline faculty.
- Final approval of the discipline faculty is contingent upon their professional judgment following consideration of documentation and faculty assessment.

**Major: Chemistry Bachelor of Science**

This major provides the student with the knowledge, skills, and techniques commensurate with a Bachelor of Science in Chemistry. The student pursuing this degree may plan a professional or industrial vocation or pursue a graduate degree. The student must complete 36 semester hours of general education courses and the chemistry core listed below. The student must maintain a GPA of 2.50 in the core courses. The MSU Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major.

Chemistry majors complete 36 hours of general education, including ENGL 110, ENGL 120, and MATH 103, which are prerequisite courses to this major.

**Core Requirements:**

CHEM 121-General Chemistry I	3	CHEM 342L-Organic Chemistry II Lab	1
CHEM 121L-General Chemistry I Lab	1	CHEM 360-Elements of Biochemistry	3
CHEM 122-General Chemistry II	3	CHEM 360L-Elements of Biochemistry Lab	1
CHEM 122L-General Chemistry II Lab	1	CHEM 466-Survey of Physical Chemistry	3
CHEM 330-Quantitative Analysis I	3	CHEM 466L-Survey of Physical Chemistry Lab	1
CHEM 330L-Quantitative Analysis I Lab	1	MATH 165-Calculus I	4
CHEM 341-Organic Chemistry I	4	MATH 323-Probability and Statistics	3
CHEM 341L-Organic Chemistry I Lab	1	SCNC 480-Science Comprehensive	1
CHEM 342-Organic Chemistry II	4	<b>Total</b>	<b>38</b>

## Major: Composite in Chemistry Education Bachelor of Science in Education

This major provides students with the knowledge and skills essential for teaching science courses in junior and senior high school with emphasis in chemistry. Students are provided with a broad base of knowledge, which permits certification as junior and senior high school science teachers in North Dakota. Students who plan to teach in Minnesota need to complete an additional six semester hours in physics for certification. A minor is not required with this major. In addition to the core courses listed below the student must complete EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods for Science and the secondary education core required for teacher certification (see "Education" section of this catalog) as well as 36 semester hours of general education courses.

Composite in Chemistry Education majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major.

### Core Requirements:

BIOL 150-General Biology I	3	GEOL 115-Introductory Geology	3
BIOL 150L-General Biology I Lab	1	GEOL 115L-Introductory Geology Lab	1
BIOL 151-General Biology II	3	MATH 165-Calculus I	4
BIOL 151L-General Biology II Lab	1	MATH 323-Probability and Statistics	3
CHEM 121-General Chemistry I	3	PHYS 110-Introductory Astronomy	3
CHEM 121L-General Chemistry I Lab	1	PHYS 110L-Introductory Astronomy Lab	1
CHEM 122-General Chemistry II	3	PHYS 211-College Physics I	3
CHEM 122L-General Chemistry II Lab	1	PHYS 211L-College Physics I Lab	1
CHEM 330-Quantitative Analysis I	3	PHYS 212-College Physics II	3
CHEM 330L-Quantitative Analysis I Lab	1	PHYS 212L-College Physics II Lab	1
CHEM 341-Organic Chemistry I	4	SCNC 322-Environmental Science	3
CHEM 341L-Organic Chemistry I Lab	1	OR	
CHEM 360-Elements of Biochemistry	3	BIOL 332-General Ecology	
CHEM 360L-Elements of Biochemistry Lab	1	BIOL Electives with Lab	4
CHEM 466-Survey of Physical Chemistry	3	SCNC 480-Science Comprehensive	1
CHEM 466L-Survey of Physical Chemistry Lab	1	<b>Total</b>	<b>64</b>

## Minor: Chemistry/Chemistry Education

Students in this program complete CHEM 121/121L-General Chemistry I with Lab and CHEM 122/122L-General Chemistry II with Lab, plus 12 semester hours of chemistry electives to total a minimum of 20 semester hours. Teacher-certification candidates are also required to complete EDUC 39-Secondary Education Field Experience and Educ 484-Secondary Methods for Science.

COMMUNICATION

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## COMMUNICATION

## Division of Liberal Arts

The Division of Liberal Arts supports the university's mission through the Communication program by educating and guiding students as individuals so that they may realize their full career potential and enhance their lives. The Communication major provides an environment that reflects the institution's tradition of personal service, commitment to innovative technology-enriched education, and earning relationships with community, employers and society.

Since communication pervades all areas of personal, academic, and professional life, instruction in Communication is a fundamental to the curriculum. A Communication major will help the student think critically, analyze ideas, gather and interpret information, solve problems, understand group processes and audience psychology, communicate effectively through reading, writing, speaking, listening, and other forms of verbal and nonverbal expression and appreciate the historical, aesthetic and technical dimensions of human communication.

The Communication degree emphasizes a wide variety of competencies which provide the major with a wide range of job opportunities. Some areas especially well suited to this degree include but are not limited to business, public relations/advertising, media, nonprofits and government, radio, television, journalism, etc. The pre-requisites provide a comprehensive overview of basic material and the core courses and practicum experiences allow an in-depth study of the communication field. In the upper-division classes the students will develop an in-depth understanding of the subject matter which will provide them with a solid intellectual foundation as they pursue their careers.

## Major: Communication Bachelor of Arts

Communication majors will complete 36 hours of general education courses including COMM 110, ENGL 110 and ENGL 120, ENGL 315, PSYC 111, and SOC 110, which are pre-require courses for this major.

**Core Requirements:**

BUSN 318-Advertising and Promotion Mgmt.	3	COMM 497S-Communication Internship	3
BUSN 332-Digital Tools and Technology	2	<b>OR</b>	
BUSN 334-Business Communication	3	<b>Practicum Experience:</b>	1
COMM 212-Interpersonal Communications	3	<b>(Select 3 S.H. from the following)</b>	
COMM 280-Understanding Film and Television	3	COMM 250S-Forensics Practice	1
COMM 311-Oral Interpretation of Literature	3	COMM 284S-Radio Practicum	1
COMM 314-Argumentation and Debate	3	COMM 286S-Promotions Practicum	1
COMM 321-Prin./Tchnng. of Journalistic Writing	3	JOUR 292S-Journalism Practicum	1
COMM 322-Introduction to Journalistic Editing	3	THEA 202S-Theatre Practicum	1
COMM 402-Intercultural Communication	3	<b>Subtotal</b>	<b>3</b>
ENGL 325-Theory and Practice of Rhetoric	3		
THEA 110-Introduction to Theatre Arts	3		
<b>Subtotal</b>	<b>35</b>	<b>Total</b>	<b>38</b>

## Minor: Communication

Students wishing to minor in Communication will be required to take all pre-requisites, a minimum of two hours of practicum experience, and after consulting with their advisor, additional core courses equal to a total of 21 hours.

# COMPUTER INFORMATION SYSTEMS

Division of Business and Computer Information Systems

## Major: Computer Information Systems Bachelor of Science

The major provides students with the knowledge, skills, techniques, and experience essential for obtaining positions in information processing, applications programming, and systems analysis and design. The major consists of 36 credits of core requirements. The completion of two specialization areas or a minor is required. Students choosing the option of completing two specializations must select at least one of the following: Computer Programming Specialization, Data Communications and Networking Specialization, or Computer Integration Specialization.

Computer Information System majors complete 36 hours of general education, all institutional requirements, and approved electives to equal a total of no less than 120 semester hours.

### Core Requirements:

CIS 204-Programming I	3	CIS 365-Web Site Design & Development	3
CIS 205-Programming II	3	CIS 411-Networking Administration	3
CIS 375-C++	3	CIS 421-Web Programming Application I	3
CIS 300-Introduction to Relational Database	3	CIS 495-CIS Capstone	2
CIS 310-Data Communications	3	CIS 497S-Internships	3*
CIS 360-Adv. Rel. Database Management Systems	3	BUSN 491-Professional Development	1
CIS 330-Systems Analysis and Design	3	<b>Subtotal</b>	<b>36</b>

\*(.5-10 hours)

### Computer Information Systems Specialization Areas:

Choose two specialization areas or a minor.

Enterprise Computing Specialization		Math Analysis Specialization	
CIS 412-Advanced Networking Topics	3	MATH 165-Calculus I	4
CIS 422-Web Programming Application II	3	<b><i>Elective Classes (select 9 credits from the following)</i></b>	
CIS 430-Database Application Programming	3	BUSN 415-Management Science	3
BUSN 340-Project Management	3	BUSN 418-Operations Management	3
<b>Total</b>	<b>12</b>	BUSN 336-Applied Statistics OR MATH 323-Probability and Statistics	3
Business Specialization		MATH 412-Differential Equations	3
ACCT 200-Elements of Accounting I	3	MATH 435-Theory of Numbers	3
ACCT 201-Elements of Accounting II	3	<b>Total</b>	<b>13</b>
ACCT 360-Accounting Systems	2		
BUSN 334-Business Communication	3		
BUSN 340-Project Management	3		
BUSN 351-Human Resource Management	3		
<b>Total</b>	<b>17</b>		



## COMPUTER INFORMATION SYSTEMS

### Major: Computer Information Systems Bachelor of Applied Science – B.A.S.

This major is designed to provide a flexible approach to specifically serve the needs of students who have earned Associate of Applied Science or Associate of Science degrees. A previously earned A.A.S. or A.S. degree will transfer as a block and students will complete a capstone type program in Computer Information Systems. Program requirements include 36 hours of general education, 17 hours of major core requirements and 21 hours of supporting course work. A total of no less than 120 semester hours is required for graduation. At least 36 semester hours must be in the upper course (300-400) level.

Pre-requisite to program entrance: successful completion of A.A.S. or A.S. program from accredited institution.

Computer Information Systems majors complete 36 hours of general education and approved electives to total no less than 120 semester hours.

#### General Education Requirements:

COMM 110-Fundamentals of Public Speaking	3	MATH 103-College Algebra	3
ENGL 120-College Composition I	3	Additional General Education credits	24
ENGL 120-College Composition II	3	<b>Subtotal*</b>	<b>36</b>

\*Note: Courses completed as "general education courses" in the A.A.S. or A.S. program will apply to the 36-hour sub-total.

#### Core Requirements:

CIS 204-Programming I	3	CIS 411 – Networking Administration	3
CIS 205-Programming II	3	CIS 495-CIS Capstone	2
CIS 300-Introduction to Relational Database	3		
CIS 310-Data Communications	3	<b>Subtotal</b>	<b>17</b>

#### Supporting Course Work and Elective Requirements:

Supporting Course Work	Any CIS course or other relevant courses that have approval of the advisor.	<b>21</b>
Electives	Student should consult advisor for selection of additional elective courses to ensure that a total no less than 120 credits is successfully completed.	
<b>Total credits required for a B.A.S. Degree</b>		<b>120</b>

### Minor: Computer Information Systems

This minor provides students with the knowledge, skills, and techniques desirable for employment in positions in which the computer is utilized as a tool. This minor consists of 18 semester hours of credit.

#### Core Requirements:

CIS 204-Programming I	3	CIS 300-Introduction to Relational Database	3
CIS 205-Programming II	3	CIS 310-Data Communications	3
CIS 411-Network Administration	3	CIS 365-Web Site Design and Development	3
		<b>Subtotal</b>	<b>18</b>

# EARLY CHILDHOOD

## Division of Education and Psychology

### Major: Early Childhood Education Bachelor of Science in Education

*The North Dakota State Board of Higher Education approved the Early Childhood Education/Early Elementary Education Bachelor of Science in Education on June 15, 2006. Approval for teacher certification was granted by the North Dakota Education Standards and Practices Board (ESPB).*

**This B.S.Ed. will prepare students to teach in preschool, kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade. Upon successful completion of the program, students will be able to apply for birth through 3rd grade licensure.**

1. These courses will rotate in a two-year cycle. It is strongly recommended that students complete a majority of their general education courses before coming for the first summer of the two-year cycle.
2. General education courses can be taken locally or online. These general education courses must be transferable to MSU. Students are responsible for making sure they have taken generals before graduation.
3. Students can only begin the program when a new cohort group is starting. Students cannot begin in the middle of a rotation. Students interested in applying for the first cohort group need to send inquiries to the Early Childhood coordinator or the division chair. The first set of on-campus summer courses was offered Summer 2009.
4. Students must come to the Mayville State campus for two consecutive summers. The summer classes include those courses that are unique to Mayville State's reflective experiential model. The classes that students will complete in the summers require hands-on experiences and internships designed for teaching Pre-K, K, and Primary Grades.
5. Additional education courses (core requirements and supporting courses) will be offered online, over IVN, or in the summer on campus.
6. Please refer to the Education section of this catalog for the criteria for Admission to Teacher Education, Student Teaching, and Exiting the Teacher Education Program.
7. Early Childhood Education majors must complete 36 hours of general education, with a minimum grade of "C" for the following courses: COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, and PSYC 111. Additional pre-requisites include HPER 210, SCNC 101 and 101L, SCNC 102 and 102L, and a history course, preferably HIST 103 or 104, which are pre-requisite courses to this major, and complete the Teacher Education requirement.

Students are required to earn a "B" in EDUC 250 and EDUC 298 and a "C" in PSYC 255 during the sophomore year. EDUC 272 is also required during the sophomore year. Students should then take all the remaining courses in the core requirements without the EDUC prefix. Students **must** have been admitted to the Teacher Education program in order to take the EDUC 300-400 level courses.

#### Core Requirements:

EC 337-Special Needs in ECE *	3	EDUC 400-Student Teaching Pre-K or K *	5
EC 376-Field Experience in ECE *	1	EDUC 401-Elec. Portfolio, Assessment/Seminar *	2
EDUC 250-Introduction to Education *	2	EDUC 422-Learning Theory and Evaluation *	3
EDUC 272-Educational Technology *	1	ENGL 317-Children's Literature	3
EDUC 298-Pre-Professional Field Experience *	1	GEOG 300-World Regional Geog./Anthropology	3
EDUC 350-Remedial Reading	3	MATH 277-Mathematics for Elementary Teachers	3
EDUC 380-Racial & Multicultural Minorities *	3	PSYC 255-Child and Adolescent Psychology *	3
EDUC 400-Student Teaching 1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> grade *	10	SCNC 320-Science for Elementary Teachers I	3
		<b>Subtotal</b>	<b>49</b>

## EARLY CHILDHOOD

<b>Block One, First Summer:</b>		<b>Block Two, Second Summer:</b>	
EC 310-Strategies in Early Elementary	3	EC 311-Social Studies Strategies in Early Elem.	3
EC 315-Reading in Early Elementary	3	EC 316-Language Arts in Early Elementary	3
EC 326-ND Studies in Early Elementary	1	SCNC 321-Science for Elem. Teachers II	3
EDUC 436-Kindergarten Methods	2		
MATH 307-Math Strategies in Elem./M.S. Clssrm	3	<b>Total Block Courses</b>	<b>21</b>

### Additional Supporting Early Childhood Courses:

EC 210-Introduction to ECE	3	EC 335-Art and Music in ECE	3
EC 211-Observations, Assessment, Interpretation	2	EC 336-Soc./Emo. Development & Guidance	3
EC 313-Language and Literary in ECE	3	EC 338-Home, School, Community Relations	3
EC 320-Infants and Toddlers	3	HPER 315-Movement Education in EC	2
EC 322-Administration & Leadership in ECE	3	<b>Total Supporting Courses</b>	<b>28</b>
EC 333-Pre-K Methods/Materials	3	<b>Total Core + Block + Supporting Courses</b>	<b>98</b>

## Major: Early Childhood Bachelor of Arts

Students will complete the general education courses, core requirements for the Early Childhood major, and then choose professional courses in either Preschool Education or Administration as well as least one specialization. Distance learning students may need to take some courses on a local campus if the course is not offered as a distance class at this time.

Program requirements for the Bachelor of Arts degree in Early Childhood are 36 S.H. of general education courses, including COMM 110, ENGL 110, ENGL 120, HPER 210, PSYC 111, and SOC 110. Students will need to be proficient in technology, including Word, PowerPoint, and Internet usage. At least 36 S.H. of courses at the upper-division level (300-400) level courses. Students must also complete Mayville State's institutional requirements.

### Core Requirements:

EC 210-Introduction to ECE	3	EC 412-Diversity and Professionalism in ECE	3
EC 211-Observations, Assessment, Interpretation	2	EC 418-Technology in ECE	2
EC 320-Infants and Toddlers	3	EC 495-Service Learning in ECE	2
EC 333-Pre-K Methods/Materials *	3	HPER 217-Personal and Community Health	2
EC 336-Soc./Emo. Dev. and Guidance in ECE	3	PSYC 255-Child and Adolescent Psychology	3
EC 337-Special Needs in ECE	3	PSYC 332-Applied Psychology	3
EC 338-Home, School, Community Relations	3	SPAN 101-First Year Spanish I +	4
EC 345-Grant Writing	1	SPAN 102-First Year Spanish II +	4
EC 376-Field Experience in ECE	1	<b>Total</b>	<b>45</b>

\* Distance Learning students may need to take this class face-to-face either on the Mayville State campus or at a local site.  
+8 hours of either sign language or another foreign language may be substituted in Early Childhood B.A. core requirements.

## PROFESSIONAL COURSES

(Students choose Preschool Education or Administration and **ONE** specialization.)

<b>PROFESSIONAL COURSES: Preschool Education</b>			
EC 313-Language and Literacy in ECE *	3	EDUC 436-Kindergarten Methods *	2
EC 335-Art and Music in ECE *	3	ENGL 317-Children's Literature	3
EC 398-Child Development Internship	6	HPER 315-Movement Education in EC	2
EDUC 250-Introduction to Education	2		
EDUC 298-Pre-Professional Field Experience	1	<b>Subtotal for Preschool Education</b>	<b>22</b>

\* Distance Learning students may need to take this class face to face either on the Mayville State campus or at a local site.

<b>PROFESSIONAL COURSES: Administration</b>			
ACCT 200-Principles of Accounting	3	BUSN 351-Human Resource Management	3
BADM 301-Principles of Marketing	3	EC 322-Administration and Leadership in ECE	3
BADM 302-Principles of Management	3	PSYC 361-Social Psychology	3
BUSN 334-Business Communication	3	<b>Subtotal for Administration</b>	<b>21</b>

## SPECIALIZATIONS

(Students in either Preschool Education or Administration choose **ONE** of the following specializations.)

<b>SPECIALIZATION: Infant/Toddler</b>			
EC 203-Sign Language *	4	EC 342-Routines and Guidance in Infant and Toddlers Programs	3
EC 340-Assessment and Documentation in Infant and Toddlers Programs	3	EC 375-Supervised Tutorial Experience	3
EC 341-Learning Environments/Infants/Toddlers	3	<b>Total</b>	<b>16</b>

<b>SPECIALIZATION: After School</b>			
EC 203-Sign Language *	4	HPER 153-Recreational Sports *	1
EC 375-Supervised Tutorial Experience	3	OR	
EDUC 323-Music for Elementary Teachers *	2	HPER 206-Social/Folk Dance *	
EDUC 325-Elementary Classroom Art *	2	HPER 209-Rhythms and Tumbling *	1
EDUC 390 – Special Needs in an Inclusive Environ.	3	<b>Total</b>	<b>16</b>

\* Distance Learning students may need to take this class face-to-face either on the Mayville State campus or at a local site.

<b>SPECIALIZATION: Special Needs/Paraprofessional</b>			
EC 203-Sign Language *	3-4	<b>Select 3 credits from the following:</b>	3
OR		EC 343-Classroom Modifications	
EC 344-Augmented/Alternative Communication		EC 375-Supervised Tutorial Experience	
EDUC 350-Remedial Reading	3	MATH 277-Math for Elementary Teachers	3
EDUC 390-Special Needs in an Inclusive Environ.	3	<b>Total</b>	<b>15-16</b>

\* Distance Learning students may need to take this class face-to-face either on the Mayville State campus or at a local site.



## EARLY CHILDHOOD

### A.A. Degree: Early Childhood Associate

The Early Childhood Associate degree prepares students to teach in a variety of preschool settings. In this program, students complete courses to total no less than 72 S.H. Early Childhood Associate majors complete 36 hours of general education courses. A **Head Start distance learning program** provides North Dakota Head Start teachers the opportunity to complete Early Childhood A.A. degrees or minors. The methods courses may need to be taken face to face either on the Mayville State Campus or at a local site, if not offered online. Early Childhood Associates complete 36 hours of general education courses including ENGL 110, ENGL 120, and PSYC 111, which are required courses for this major.

#### Core Requirements:

EC 210-Introduction to ECE	3	EC 376-Field Experience in ECE	1
EC 211-Observation, Assessment and Interpretation	2	EC 398-Child Development Internship	6
EC 313-Language and Literacy in ECE *	3	EC 412-Diversity and Professionalism in ECE	3
EC 320-Infants and Toddlers	3	HPER 100-Concepts of Fitness and Wellness	2
EC 333-Pre-K Methods/Materials *	3	HPER 210-First Aid and CPR	1
EC 335-Art and Music in ECE *	3	<b>Subtotal</b>	<b>36</b>
EC 336-Soc./Emo. Development/Guidance in ECE	3	<b>General Education Courses</b>	<b>36</b>
EC 337-Special Needs in ECE	3	<b>Total</b>	<b>72</b>

\* Distance Learning students may need to take this class face-to-face either on the Mayville State campus or at a local site.



# EDUCATION

## Division of Education and Psychology

### Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:
 

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the PRAXIS I test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (173) Math (170) and Writing (173) or secure a composite score of 516 and pass two of three subtests. The PRAXIS I preparation is a part of EDUC 298 (a co-requisite with EDUC 250). Students will be allowed one attempt to pass the PRAXIS I. If the proper PRAXIS I scores have not been attained after the first attempt, the student must register for EDUC 276-PPST Preparation.
3. PRAXIS II testing is required to be successfully completed prior to exiting the teacher education program (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

**Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.**

### Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

### Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements;
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of PRAXIS I, **transfer students who have not yet met the PRAXIS I requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-PPST Preparation. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair the Division of Education and Psychology.
6. The student will be notified by the Administrative Assistant to meet in West Hall Room 108. At that point the student will complete a formal Teacher Education paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

### Transfer Student with prior degree

Each case will be considered on an individual basis.

### Continuance in Teacher Education

In order to continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate proper dispositions (including understanding the principles of fairness as they apply to students and self; have an understanding that all students can learn; positive attitude, good taste in dress, free of distracting mannerisms, has good class atten-

## EDUCATION

dance record, can balance personal life with professional and academic demands, is flexible, exhibits sound judgment and moral reasoning, adheres to standards of honesty and confidentiality, displays maturity and confidence, produces quality work, ability to self-reflect, recognizes areas of strength and make necessary improvements in areas of deficiency) and evidence of good physical and mental health.

3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

### Student Teaching

All students in teacher education will complete at least 10 semester hours (and/or 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each **teaching major** and **minor** or **area of specialization**;
3. A minimum grade point average of 2.75 in **all professional course work**;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work required in the teaching major and minor;
6. Completion of the specific methods courses in the teaching major and minor fields, as well as completion of a majority of the professional education courses;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

**\*\*NOTE:** A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

### Exiting the Teacher Education Program

A favorable recommendation for teacher certification upon completion of the entire teacher education program requires:

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. **All** teacher education graduates are **required** to take PRAXIS II Content Tests and Principles of Learning and Teaching (Elementary or Secondary) with scores that meet or exceed the North Dakota State Requirements in their appropriate content area.

### Early Childhood Education and Elementary Education

Content Test	Test #	Min.Score
Early Childhood Education ..... (Birth-Grade 3)	0022	158
Elementary Education ..... (Grades 1-6)	0011	158
Principles of Learning & ..... Teaching **	0522	162

### Secondary Education

Content Test	Test #	Min.Score
English .....	0041	151
History .....	0941	151
Social Science .....	0081	153
Mathematics .....	0061	139
General Science (recommended ..... for Composite Majors)	0435	150
Biology .....	0235	153
Chemistry .....	0245	147
Physical Education .....	0091	143
Principles of Learning & ..... Teaching (Secondary)	0524	160

All teacher education graduates must pass the PRAXIS II tests **prior to graduation**. Information regarding test registration can be found at [www.ets.org](http://www.ets.org);

4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

### Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

**This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.**

## Major: Elementary Education Bachelor of Science in Education

In addition to the general education requirements for the baccalaureate degree, majors in Elementary Education are required to complete the core of courses specified below. They also must complete the major and a minor offered by any one of the disciplines of the University. Those seeking a double major are exempt from pursuing a minor. Elementary Education majors seeking kindergarten endorsement must complete at least five semester hours of student teaching at that level. Elementary Education majors seeking secondary certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Elementary Education majors must complete 36 hours of general education, with a minimum grade of “C” for the following courses: COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, and PSYC 111. Additional pre-requisites include HPER 210, SCNC 101 and 101L, SCNC 102 and 102L, and a history course, preferably HIST 103 or 104, which are pre-requisite courses to this major, and complete the Teacher Education requirement.

Students are required to earn a “B” in EDUC 250 and EDUC 298 and a “C” in PSYC 255 during the sophomore year. EDUC 272 is also required during the sophomore year. Students should then take all the remaining courses in the core requirements without the EDUC prefix. Students **must** have been admitted to the Teacher Education program in order to take the EDUC 300-400 level courses.

It would be beneficial for Elementary Education majors to take coursework in Early Childhood and/or Special Needs to enhance their background. See Early Education advisor for suggested courses.

### Core Requirements:

EDUC 250-Introduction to Education *	2	EDUC 422-Learning Theory and Evaluation *	3
EDUC 272-Educational Technology *	1	ENGL 317-Children's Literature	3
EDUC 298-Pre-Professional Field Experience *	1	GEOG 300-World Reg. Geography/Anthropology	3
EDUC 350-Remedial Reading	3	MATH 277-Mathematics for Elementary Teachers	3
EDUC 380-Racial and Multicultural Minorities *	3	PSYC 255-Child and Adolescent Psychology *	3
EDUC 390-Special Needs in an Inclusive Environ.	3	SCNC 320-Science for Elementary Teachers I	3
EDUC 400-Student Teaching *	10		
EDUC 401-Elec. Portfolio, Assessment/Seminar *	2	<b>Subtotal</b>	<b>44</b>

\* Denotes Elementary Education professional education courses

<b>BLOCK 1</b> (Take concurrently)		<b>BLOCK 2</b> (Take concurrently)	
EDUC 301-Strategies in the Elementary School	3	EDUC 302-Social Studies Strategies in the Elementary School	3
EDUC 318-Reading in the Elementary School	3	EDUC 319-Language Arts in the Elementary School	3
EDUC 323-Music for Elementary Teachers	2	EDUC 325-Elementary Classroom Art	2
EDUC 324-North Dakota Studies	1	HPER 319-Health/Physical Educ. in Elem. School	2
MATH 307-Math Strategies in Elem./Middle School	3		
SCNC 321-Science for Elementary Teachers II	3	<b>Block II Total</b>	<b>10</b>
<b>Block I Total</b>	<b>14</b>	<b>Core Requirements + Block I + Block II Total</b>	<b>68</b>



## EDUCATION

### Secondary Professional Education

Students desiring certification as a secondary teacher must complete the general education requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor. Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following general education courses: COMM 110, ENGL 110, ENGL 120, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional general education pre-requisites. See appropriate major.

#### Secondary Professional Education Core:

EDUC 250-Introduction to Education	2	EDUC 401-Electronic Portfolio, Assessment and Seminar	2
EDUC 272-Educational Technology	1	EDUC 422-Learning Theory and Evaluation	3
EDUC 298-Pre-Professional Field Experience	1	EDUC 426-Reading in the Content Area	3
EDUC 380-Racial and Multicultural Minorities	3	EDUC 480-General Methods for Secondary Educators*	2
EDUC 390-Special Needs in Inclusive Environment	3	PSYC 255-Child and Adolescent Psychology	3
EDUC 398-Secondary Education Field Experience	1	Methods course(s) ( <i>see Secondary Education Block below</i> )	2
EDUC 400-Student Teaching	10	<b>Total</b>	<b>36</b>

\* EDUC 480-General Methods for Secondary Educators, **which is offered only in the spring semester**, shall **precede** the secondary methods courses listed below

### Secondary Education Block

**8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:**

- EDUC 481 – Secondary Methods for English (2 S.H.)
- EDUC 482 – Secondary Methods for Health & Physical Education (2 S.H.)
- EDUC 483 - Secondary Methods for Mathematics (2 S.H.)
- EDUC 484 - Secondary Methods for Science (2 S.H.)
- EDUC 485 - Secondary Methods for Social Science (2 S.H.)

The following course shall be taken **concurrently**: EDUC 398-Secondary Education Field Experience  
(One semester hour of credit per methods course)

**No other classes may be scheduled during this block of time.**  
**Tuesdays and Thursdays**  
**8:00 a.m. – 1:00 p.m.**

**SECONDARY TEACHER EDUCATION CANDIDATES** will take PSYC 111 as a Social Science general education requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the general education Social Science requirement will be determined by each division and/or advisor.

## Major: Studies in Education Bachelor of Arts

In addition to the general education requirements for the baccalaureate degree, majors in Studies in Education are required to complete the core of courses specified below. They also must complete the major and a minor offered by any one of the disciplines of the University.

Studies in Education majors complete 36 hours of general education with a minimum grade of “C” for the following courses: including COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111. Additional pre-requisites include HPER 210, SCNC 101 and 101L, SCNC 102 and 102L, and a history course, preferably HIST 103 or 104, which are pre-requisite courses to this major.

Students are required to earn a “B” in EDUC 250 and EDUC 298 and a “C” in PSYC 255 during the sophomore year. EDUC 272 is also required during the sophomore year. Students should take all the remaining courses in the core requirements without the EDUC prefix next. Students must be admitted to the Teacher Education program in order to take the EDUC 300-400 level courses. Beneficial minors would be early childhood or special education.

Those majoring in Studies in Education would be prepared to offer an invaluable service to the teachers in the public school system based on the knowledge, skills, and dispositions that they have developed. From a personal perspective, they may choose to be team members; they may not be ready to be “in charge.” They could add a dimension to the classroom that would richly benefit the teacher and the students as they mature, apply their knowledge and develop the pedagogical skills necessary to meet students’ needs. They may return to the University setting to begin the re-education phase of their career. Mayville State University.

### Core Requirements:

EDUC 250-Introduction to Education *	2	EDUC 422-Learning Theory and Evaluation *	3
EDUC 272-Educational Technology *	1	EDUC 497-Studies in Education Internship	12
EDUC 298-Pre-Professional Field Experience *	1	ENGL 317-Children’s Literature	3
EDUC 350-Remedial Reading	3	GEOG 300-World Reg. Geography/Anthropology	3
EDUC 351-Remedial Reading Practicum	2	MATH 277-Mathematics for Elementary Teachers	3
EDUC 426-Reading in the Content Area	3	PSYC 255-Child and Adolescent Psychology	3
EDUC 380-Racial and Multicultural Minorities *	3	SCNC 320-Science for Elementary Teachers I	3
EDUC 390-Special Needs in an Inclusive Environ.*	3		
		<b>Subtotal</b>	<b>48</b>

\* Denotes Elementary Education professional education courses

<b>BLOCK 1</b> (Take concurrently)		<b>BLOCK 2</b> (Take concurrently)	
EDUC 301-Strategies in the Elementary School	3	EDUC 302-Social Studies Strategies in the Elementary School	3
EDUC 318-Reading in the Elementary School	3	EDUC 319-Language Arts in the Elementary School	3
EDUC 323-Music for Elementary Teachers	2	EDUC 325-Elementary Classroom Art	2
EDUC 324-North Dakota Studies	1	HPER 319-Health/Physical Educ. in Elem. School	2
MATH 307-Math Strategies in Elem./Middle School	3		
SCNC 321-Science for Elementary Teachers II	3	<b>Block II Total</b>	<b>10</b>
<b>Block I Total</b>	<b>15</b>	<b>Core Requirements + Block I + Block II Total</b>	<b>73</b>

## ADDENDUM

## Minor: Early Childhood Education

Students completing a minor in this program with the Elementary Education major are eligible for certification as a kindergarten teacher when EDUC 436-Kindergarten Methods, the following courses, and a kindergarten student teaching experience (5 S.H.) are completed. Without kindergarten student teaching and EDUC 436, the Early Childhood minor will be considered a non-teaching minor.

### Core Requirements:

EC 210-Introduction to ECE	3	EC 376-Field Experience in ECE	1
EC 211-Observations, Assessments, Interpretation	2	ENGL 317-Children’s Literature	3
EC 313-Language and Literacy in ECE	3	<b>Select 3 credits from the following:</b>  EC 338-Home, School, Community Relations EC 412-Diversity and Professionalism in ECE	3
EC 333-Pre-K Methods/Materials	3		
EC 336-Soc./Emo. Development/Guidance in ECE	3		
EC 337-Special Needs in ECE	3		
<b>Total</b>			<b>24</b>

\* Note: EDUC 436-Kindergarten Methods and EDUC 400A-Part-time Student Teaching (5 S.H.) are required for teacher certification.

## Minor: Special Needs Generalist

This minor, which complements all education majors (i.e., early childhood; elementary; secondary) will provide the breadth and depth of content and pedagogy necessary to provide developmentally appropriate academic and emotional supports to students representing special needs populations who are being taught in inclusive general education classrooms. **This minor will NOT lead to certification for special education.**

### Core Requirements:

EDUC 338-Home, School, Community Relations	3	<b>Electives: (select 6 S.H. from the following)</b>	
EDUC 387-Adaptations for the Learning Disabled	3	EC 341-Learning Environments for Infants and Toddlers	3
EDUC 388-Autism Spectrum Disorders	3	EC 412-Diversity & Professionalism in ECE	3
EDUC 389-Foundations of Special Education	3	EDUC 203-Sign Language	4
EDUC 497-Special Needs Internship (30 clock hours)	1	EDUC 336-Social/Emotional Guidance in ECE	3
PSYC 330-Behavior Modification and Therapy	3	EDUC 343-Classroom Modifications	3
		EDUC 344-Augmented/Alternative Communication	3
		HPER 333-Physical Educ. for the Exceptional Child	3
		PSYC 370-Psychology of Abnormal Behavior	3
		PSYC 360-Introduction to Personality Theory	3
<b>Total</b>			<b>22</b>

## Kindergarten Endorsement for already licensed teachers

Kindergarten endorsement is available only to **elementary teachers who are licensed**. The following courses are to be completed:

- EC 210-Intro to ECE (3 S.H.)
- EC 313-Language and Literary in ECE (3 S.H.)
- EC 337-Special Needs in ECE (3 S.H.)
- EDUC 211-Observations, Assessment, and Interpretation Techniques (2 S.H.)
- EDUC 436-Kindergarten Methods (2 S.H.)

**NOTE:** ESPB administrative rules are available on the ESPB Web site: <http://www.nd.gov/espb/licensure/majorequivreq.html>

**NOTE:** 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.

## EDUCATION

### Middle School Endorsement

Endorsement for teaching in middle school is available on a voluntary basis to teachers licensed to teach elementary grades 1-6 or to specialty areas licensed to teach grades 1-12. Elementary teachers licensed to teach grades 1-6 must complete the middle school endorsement to teach in grades 7-9. The middle school endorsement is mandatory for teachers licensed for grades 7-12 to qualify for work with grades 5-6 in the subject field(s) of their licensure and voluntary for work with students in grades 7-8.

#### Program of Study:

- EDUC 426/ENGL 426-Reading in the Content Area (3 S.H.)
- PSYC 255-Child and Adolescent Psychology (3 S.H.)
- EDUC 430-Foundations of the Middle School (2 S.H.)
- EDUC 435-Middle School Methods and Materials (3 S.H.)
- Field Experience in an approved middle school setting (20 clock hours)
- OR
- Student teaching in a middle school setting (5 S.H.)

Consult with the Education & Psychology Division Chair for approval.

#### Major equivalency endorsement for middle level teachers grades five through eight:

New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of twenty-four (24) semester hours of content area preparation and methods in the subject area specializations in which they are teaching, or may demonstrate major equivalency in subject areas as noted in the ESPB administrative rules.

Middle School English Education Grades 5-8			
COMM 110-Fundamentals of Public Speaking	3	ENGL 315-Theory and Practice of Grammar	3
EDUC 318-Reading in the Elementary School	3	ENGL 325-Theory and Practice of Rhetoric	3
EDUC 398 Secondary Education Field Experience	1	ENGL 340-Literature of the Non-Western World	3
EDUC 481-Secondary Methods for English	2	ENGL 426-Reading in the Content Area	3
ENGL 260-American Literature Masterpieces	3	<b>Total</b>	<b>24</b>

Middle School Mathematics Education Grades 5-8			
EDUC 398-Secondary Education Field Experience	1	<b>Electives to total 24 credits:</b>	
EDUC 483-Secondary Methods for Mathematics	2	MATH 265-Calculus III	4
MATH 103-College Algebra	3	MATH 420-History and Philosophy of Math.	3
MATH 165-Calculus I	4	MATH 435-Theory of Numbers	3
MATH 323-Probability and Statistics	3	MATH 443-Algebraic Structures with Programming for Majors	3
MATH 389-Modern Geometry	3	<b>TOTAL</b>	<b>24</b>



Middle School Science Education Grades 5-8			
ASTR 150-Meteorology	4	EDUC 484-Secondary Methods for Science	2
BIOL 150-General Biology I	4	GEOL 115-Geology	3
BIOL 151-General Biology II	4	GEOL 115L-Geology Lab	1
CHEM 121-Chemistry I	3	OR PHYS 110/PHYS110L-Astronomy and Lab PHYS 221/PHYS 221L-Physics I and Lab	4
CHEM 121L-Chemistry I Lab	1		
EDUC 398-Secondary Education Field Experience	1		
		<b>TOTAL</b>	<b>27</b>

Middle School Social Studies Education Grades 5-8			
ENGL 324-North Dakota Studies	1	GEOG 300-World Reg. Geography/Anthropology	3
EDUC 398-Secondary Education Field Experience	2	HIST 101-Western Civilization	3
EDUC 485-Secondary Methods for Social Science	2	HIST 103-U.S. to 1877	3
GEOG 262-Geography of North America	3	History Electives	5
Pre-requisites: ECON 105, GEOG 103, SOC 110		<b>TOTAL</b>	<b>22</b>

Note: A list of approved middle schools is available from the Education Standards and Practice Board (ESPB). ESPB administrative rules are available on the ESPB Website: <http://www.nd.gov/espb/licensure/majorequivreq.html>

## North Dakota Reading Credential

Students are eligible to receive a reading credential from the North Dakota Department of Public Instruction upon completion of three required courses listed below:

- EDUC 350-Remedial Reading (3 S.H.)
- EDUC 351-Remedial Reading Practicum (2 S.H.)
- ENGL 426-Reading in the Content Area (3 S.H.)

It is the student's responsibility to apply for the credential. Applications should be submitted simultaneously with the teacher certification application. The application for the reading credential can be downloaded at: [www.dpi.state.nd.us](http://www.dpi.state.nd.us).



## ENGLISH

## ENGLISH/ENGLISH EDUCATION

## Division of Liberal Arts

The Division of Liberal Arts supports the university's mission through the English program, which is cognizant of the serious problems facing the student today due to the decline of language skills. The English Department emphasizes mastery of the basic language skills needed for students to learn efficiently and to express themselves clearly. Freshman composition courses develop the ability to understand the tools of the language and to use them with facility and accuracy.

The English major/minor program emphasis is placed on the development of a sense of literary appreciation and judgment. All courses include writing assignments. The core requirements provide a comprehensive overview of basic materials. The elective courses allow in-depth studies of specialized areas. Through the upper level courses, students are expected to work toward a sense of real comprehension and mastery of the subject, an understanding that will provide a solid intellectual foundation in the entire area of language arts.

The English Department encourages students to take a different instructor if they are repeating a course.

Students should ascertain their instructor's opinions of appropriate use of notebook computers during classes. Students should check university policies in relationship to computer use, which can be found on in the Student Handbook.

## Major: English Bachelor of Arts

English majors complete 36 hours of general education courses to include: COMM 110, ENGL 110, ENGL 120, ENGL 250, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major. Students will also be required to complete at least a minor.

**Core Requirements:**

ENGL 220-Introduction to Literature	3	ENGL 360-Shakespeare	3
ENGL 260-American Literature Masterpieces	3	ENGL 425-World Literature Seminar	3
ENGL 315-Theory and Practice of Grammar	3	ENGL 460-British Novel	3
ENGL 325-Theory and Practice of Rhetoric	3	ENGL 476S-Comprehensive Review/Exam	1
ENGL 340-Literature of the Non-Western World	3	ENGL or COMM Electives	6
ENGL 341-Masterpieces of British Literature	3	<b>Total</b>	<b>34</b>

## Major: English Education Bachelor of Science in Education

English Education majors complete 36 hours of general education courses to include: COMM 110, ENGL 110, ENGL 120, ENGL 250, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major. Students will also be required to complete at least a minor.

**Core Requirements:**

COMM 311-Oral Interpretation of Literature	3	ENGL 340-Literature of the Non-Western World	3
COMM 314-Argumentation and Debate	3	ENGL 341-Masterpieces of British Literature	3
ENGL 220-Intro. to Literature	3	ENGL 350/LMIS 350-Young Adult Lit/Media	3
ENGL 260-American Literature Masterpieces	3	ENGL 360-Shakespeare	3
ENGL 315-Theory and Practice of Grammar	3	ENGL 476S-Comprehensive Review/Exam	1
ENGL 325-Theory and Practice of Rhetoric	3	ENGL or COMM Electives	3
		<b>Total</b>	<b>34</b>

The following are required for those students receiving a B.S. Ed. degree and seeking teacher certification for grades 7-12:

- 1 A grade of “C” or better in each major course.
- 2 Completion of the major, a minor, and the professional courses required for teacher certification to include the methods course, EDUC 481-Secondary Methods for English and EDUC 398 Secondary Education Field Experience. (See Education section)
- 3 Secondary education majors/minors must also take ENGL 426-Reading in Content Area.

## Minor: English

English minors, after consultation with their advisor, must complete seven of the nine required courses in the English major to total no less than 21 semester hours.

## Minor: English Education

English minors after consultation with their advisor must complete seven of the nine required courses in the English Education major to total no less than 21 semester hours. Students preparing to teach in this area must also complete ENGL 426-Reading in the Content Area, EDUC 398-Secondary Education Field Experience and EDUC 481-Secondary Methods for English.

## Theatre

Theatre courses support the institutional mission by educating and guiding students, as individuals, so that they may realize their full career potential and enhance their lives. Theatre courses provide an environment that reflects the institution’s tradition of personal service, commitment to innovative technology-enriched education, and learning relationships with community, employers, and society.

Theatre is a cornerstone of a liberal arts education. Theatre courses help students understand and appreciate the historical, aesthetic, and technical dimensions of the dramatic arts, with the aim of gaining greater cultural and self-awareness. Theatre courses provide students the opportunity to develop abilities useful in many areas of their personal and professional lives, including industrial, technology, management, and communication skills, as well as artistic sensitivity and expression.



## GEOGRAPHY

## GEOGRAPHY

## Division of Liberal Arts

The Division of Liberal Arts supports the university's mission through the Geography program. Geography is the study of the character and importance of places. It examines how places are different, how they interact, and how they are integrating in today's shrinking world. The physical environment is studied as the base for understanding the human world and its behavior patterns. It draws from many disciplines including anthropology, political science, history, sociology, economics, geology, meteorology, and soil science in producing a synthesized picture of the world.

## Major: Geography Education Bachelor of Science in Education

Geography Education majors will complete 36 hours of general education courses, including COMM 110, ECON 105, ENGL 110, ENGL 120, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses for this major. They should also complete all requirements for secondary education listed in this catalog including EDUC 485-Secondary Methods for Social Science, EDUC 398 Secondary Education Field Experience, and ENGL 426 Reading in the Content Area.

**Core Requirements:**

GEOG 103-Multicultural World, Global Issues	3	GEOG 445-Geography Field Trip	3
GEOG 262-Geography of North America	3	GEOG 474-Geographic Information Systems I	3
GEOG 300-World Reg. Geography/Anthropology	3	GEOG 115 -Introductory Geology	3
GEOG 320-Geographic Education 9-12 (online)	3	GEOG115L-Introductory Geology Lab	1
GEOG 332/ECON 332-Global Economy, Development and the Third World	3	GEOG 322/SCNC 322 -Environmental Science	3
		GEOG 480S-Geography Comprehensive	1
GEOG 433-Geography of Europe	3	<b>Total</b>	<b>32</b>

*Additional alternative courses are available for the geography major or minor. Contact the Liberal Arts Division chair for information.*

## Minor: Geography/Geography Education Bachelor of Science in Education

This minor provides the student with the information base required working with geographic elements in any basic workplace setting. Geography minors complete 21 semester hours. Students wishing to acquire a Geography Education minor equivalency endorsement must take an additional three hours of electives.

**Core Requirements:**

GEOG 103-Multicultural World, Global Issues	3	GEOG 332/ECON 332-Global Economy, Development, and the Third World	3
GEOG 262-Geography of North America	3	GEOG 433-Geography of Europe	3
GEOG 300-World Regional Geography and Anthropology	3	GEOG 474-Geography Information Systems I	3
GEOG Electives	3	<b>Total</b>	<b>21</b>

**Alternative Courses**

(With consent of advisor)

GEOG 115-Introductory Geology	3	GEOG 320-Geography Education 9-12 (online)	3
GEOG 115L-Introductory Geology Lab	1	GEOG 445-Geography Field Trip	1-3
GEOG 322/SCNC 322-Environmental Science	3		

Students taking the Geography Education minor will be expected to take EDUC 398-Secondary Education Field Experience and EDUC 485-Secondary Methods for Social Science.



## HEALTH, PHYSICAL EDUCATION AND RECREATION

# HEALTH, PHYSICAL EDUCATION and RECREATION

The goals of the Division of Health, Physical Education and Recreation are:

- To provide a comprehensive program of teacher training that will adequately prepare teachers in the fields of physical education, health, and coaching on both the elementary and secondary levels;
- To provide preparation for a non-teaching career in the general areas of sports, recreation, fitness and wellness;
- To teach skills and knowledge in the activities that promote health and physical fitness and provide socializing experiences as a means of achieving an integrated personality; and
- To provide a means by which students have the opportunity to participate in a broad range of sports, games, and fitness activities.

The Division sponsors athletic competition for both men and women in a wide variety of intercollegiate athletics. The University competes as a member of the Dakota Athletic Conference (DAC), a conference affiliated with the National Association of Intercollegiate Athletics (NAIA). The Division also sponsors a full program of intramural sports. The function of the program is to encourage and promote opportunities for individuals and student groups to learn cooperation and good sportsmanship, and to maintain health and fitness.

## Major: Fitness and Wellness (Bachelor of Science)

The Fitness and Wellness major will prepare students to assume roles of fitness and wellness professionals for private business and industries, community organizations, and health care facilities. The Fitness and Wellness graduates will become effective and knowledgeable instructors, providing a safe and rewarding experience for people of all ages. Job responsibilities may include personal training, fitness testing, exercise prescription, development and implementation of health and fitness programs and designing and instructing group exercise programs. This major is also designed to prepare for graduate study in numerous areas of exercise and sport science.

Fitness and Wellness majors complete 36 hours of general education courses including: BIOL 111 or BIOL 150, BIOL 220, COMM 110, ENGL 110, ENGL 120 and MATH 103. Institutional requirement: HPER 210-First Aid and CPR, PSYC 111 and SOC 110 are pre-requisites to some wellness electives.

Those interested in this degree must complete the 38 hour core along with the two specializations listed below. A coaching minor is recommended.

A student majoring in Fitness and Wellness must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

### Core Requirements:

BIOL 221-Anatomy and Physiology II	3	HPER 340-Modern Issues and Materials in Health	3
BIOL 221L-Anatomy and Physiology II Lab	1	HPER 350-Motor Learning	2
EDUC 389-Foundations of Special Education	3	HPER 368-Principles of Conditioning	3
HPER 207-Prevention and Care of Injuries	3	HPER 402-Exercise Physiology	3
HPER 217-Personal and Community Health	2	HPER 415-Eval. of Psychomotor Performance	3
HPER 222-Nutrition	3	HPER 430-Methods of Appraisal, Testing and Prescription of Exercise	3
HPER 233-Individual Fitness	1	HPER 441-Applied Kinesiology	3
HPER 310-Foundations and History of Physical Education and Athletics	2	<b>Total</b>	<b>38</b>

## HEALTH, PHYSICAL EDUCATION AND RECREATION

## SPECIALIZATIONS

<b>SPECIALIZATION: Fitness Pedagogy</b>			
HPER 120-Racquet Sports	1	<b><i>Electives: Select 3 S.H. from the following:</i></b>	
HPER 319-Health and PE in Elementary School	2	HPER 130-Outdoor Pursuits	1
HPER 333-Physical Educ. for the Exceptional Child	2	HPER 135-Golf	1
HPER 342-Physical Activity Instr. of Older Adults	3	HPER 153-Recreational Sports	1
HPER 370-Fitness/Sports Teaching Techniques	3	HPER 206-Social/Folk Dance	1
HPER 485-Summer Camp Leadership	2	HPER 315-Movement Educ. in Early Childhood	2
HPER – Aquatics	1	<b>Total</b>	<b>15</b>

<b>SPECIALIZATION: Internship/Wellness</b>			
HPER 476S-Comprehensive Review/Exam	1	<b><i>Wellness Electives: Select 9 S.H. from the following:</i></b>	
HPER 442-Field Experience and Practicum	2	HPER 332-Comp. Health Education for K-12	3
HPER 497S-Internship	3	HPER 360-Sport & Social Psychology	2
		PSYC 280-Group Dynamics	3
		PSYC 450-Health Psychology	3
		SOC 335-Marriage and the Family	3
		SOC 351-Sociology of Aging	3
		SOC 355-Drugs and Society	3
		<b>Total</b>	<b>15</b>

## Major: Health (Bachelor of Science)

Health majors complete 36 hours of general education, plus the program requirements listed below. A student majoring in Health must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

Health majors complete 36 hours of general education, including BIOL 111 or 150, BIOL 220, COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses to this major.

HPER 210-First Aid and CPR is an institutional requirement and pre-requisite.

**Core Requirements:**

BIOL 221-Anatomy and Physiology II	3	HPER 340-Modern Issues/Materials in Health	3
BIOL 221L-Anatomy and Physiology II Lab	1	HPER 402-Exercise Physiology	3
HPER 217-Personal and Community Health	2	HPER 476S-Comprehensive Review/Exam	1
HPER 222-Nutrition	3	PSYC 450-Health Psychology	3
HPER 332-Comp. Health Education for K-12	3	SOC 335-Marriage and the Family	3
HPER 368-Principles of Conditioning	3	SOC 355-Drugs and Society	3
		<b>Total</b>	<b>31</b>

## HEALTH, PHYSICAL EDUCATION AND RECREATION

### Major: Health Education (Bachelor of Science in Education)

Candidates for teaching certification must complete the secondary core required for teacher certification to include EDUC 398-Secondary Education Field Experience and EDUC 482-Secondary Methods for Health and Physical Education. A student majoring in Health Education must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

Health Education majors complete 36 hours of general education, including BIOL 111 or 150, BIOL 220, COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses to this major.

HPER 210-First Aid and CPR is an institutional requirement and pre-requisite.

#### Core Requirements:

BIOL 221-Anatomy and Physiology II	3	HPER 340-Modern Issues and Materials in Health	3
BIOL 221L-Anatomy and Physiology II Lab	1	HPER 402-Exercise Physiology	3
HPER 217-Personal and Community Health	2	HPER476S-Comprehensive Review/Exam	1
HPER 222-Nutrition	3	PSYC 450-Health Psychology	3
HPER 332-Comp. Health Education for K-12	3	HPER 368-Principles of Conditioning	3
SOC 335-Marriage and the Family	3		
SOC 355-Drugs and Society	3		
<b>Total</b>			<b>31</b>

### Major: Physical Education (Bachelor of Science in Education)

Candidates for teacher certification must complete the secondary education core required for teacher certification (see "Education" section of this catalog) to include EDUC 398-Secondary Education Field Experience and EDUC 482-Secondary Methods for Health and Physical Education. Students seeking K-12 certification in Physical Education must complete HPER 319 and a student teaching experience at both the elementary and secondary levels. The division recommends that all physical education majors complete the additional HPER courses needed to complete the coaching minor and the Developmental Adapted Physical Education (DAPE) minor. Students who major in Physical Education are strongly advised to select a second teaching major. A student majoring in physical education must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

B.S. Ed.: Physical Education majors complete 36 hours of general education, including BIOL 111 or BIOL 150, BIOL 220, COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major.

HPER 210-First Aid and CPR is an institutional requirement and pre-requisite.

#### Core Requirements:

HPER 120-Racquet Sports	1	HPER 350-Motor Learning	2
HPER 206-Social/Folk Dance	1	HPER 370-Fitness/Sports Teaching Techniques	3
HPER 207-Prevention and Care of Injuries	3	HPER 402-Exercise Physiology	3
HPER 209-Rhythms and Tumbling	1	HPER 415-Evaluation of Psychomotor Performance	3
HPER 217-Personal and Community Health	2	HPER 440-Org/Admin of Phys. Educ. & Athletics	2
HPER 219-Lifeguard Training	1	HPER 441-Applied Kinesiology	3
HPER 222-Nutrition	3	HPER 476S-Comprehensive Review/Exam	1
HPER 233-Individual Fitness	1	<b>Select one credit from the following:</b>	
HPER 310-Foun./Hist. of Phys. Educ./Athletics	2	HPER 130-Outdoor Pursuits	1
HPER 319-Health/Physical Educ. in Elem School	2	HPER 135-Golf	1
HPER 333-Physical Educ. for the Exceptional Child	2	HPER 153-Recreational Sports	1
<b>Total</b>			<b>37</b>

## HEALTH, PHYSICAL EDUCATION AND RECREATION

### Major: Sports Management (Bachelor of Science)

This major is a four year-degree designed to prepare students for positions in sports, health and fitness related fields, athletic administration, commercial and community recreation administration, multi-purpose athletic facility management, and the wide range of management positions associated with the multi-billion dollar sporting goods industry.

Sports Management majors complete 36 hours of general education courses including BIOL 111 or BIOL 150; BIOL 220, COMM 110, ENGL 110, ENGL 120, HPER 210, and MATH 103. Those interested in this degree must complete the 37 hour core along with the two specializations listed below. A coaching minor is recommended. A student majoring in Sports Management must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

#### Core Requirements:

HPER 369-Principles of Sports Management	3	HPER 368-Principles of Conditioning	3
BUSN 491-Professional Development	1	HPER 402-Exercise Physiology	3
HPER 120-Racquet Sports	1	HPER 415-Evaluation of Psychomotor Performance	3
HPER 207-Prevention and Care of Injuries	3	HPER 430-Methods of Appraisal, Testing and Prescription of Exercise	3
HPER 222-Nutrition	3	HPER 440-Organization and Administration of Phys. Ed. and Athletics	2
HPER 310-Foun./History of Phys. Ed./Athletics	2	HPER 441-Applied Kinesiology	3
HPER 350-Motor Learning	2	HPER 476S-Comprehensive Review/Exam	1
HPER 360-Sports & Social Psychology	2	HPER 497S-Internship	2-4
		<b>Total</b>	<b>37</b>

### SPECIALIZATIONS

(Both specializations required)

Sports Pedagogy: (Select 15 credits)		Business (Select 15 credits)	
HPER 130-Outdoor Pursuits	1	ACCT 200-Elements of Accounting I	3
HPER 135-Golf	1	ACCT 315-Business in Legal Environment	3
HPER 153-Recreational Sports	1	BADM 301-Principles of Marketing	3
HPER 206-Social/Folk Dance	1	BADM 302-Principles of Management	3
HPER 315-Movement Educ. in Early Childhood	2	BUSN 318-Advertising and Promotion Mgmt.	3
HPER 319-Health and Phys.Ed. in Elementary Schools	2	BUSN 334-Business Communication	3
HPER 333-PE for the Exceptional Child	2	BUSN 340-Project Management	3
HPER 342-Physical Activity Instr. of Older Adults	3	BUSN 351-Human Resources Management	3
HPER 370-Fitness/Sports Teaching Techniques	3		
HPER 485-Summer Camp Leadership	2		
HPER – Aquatics	1		



## HEALTH, PHYSICAL EDUCATION AND RECREATION

## Minor: Coaching

This minor does not qualify a student to teach physical education. It is recommended that all Physical Education majors and minors complete the additional HPER courses required for this minor to qualify for a coaching certificate in those states that require such certification. The coaching minor will give the student a more comprehensive understanding of the many facets of coaching.

**Core Requirements:** (Pre-requisites: BIOL 111 or BIOL 150, BIOL 220 and HPER 210)

HPER 207-Prevention and Care of Injuries	3	<b>Coaching Methods: Choose 4 S.H. from the following:</b>	
HPER 222-Nutrition	3	HPER 361-Football Coaching and Officiating	2
HPER 233-Individual Fitness	1	HPER 362-Basketball Coaching and Officiating	2
HPER 360-Sport & Social Psychology	2	HPER 363-Track/Field Coaching & Officiating	2
HPER 402-Exercise Physiology	3	HPER 364-Baseball/Softball Coaching & Officiating	2
HPER 440-Org/Admin of Phys. Educ. & Athletics	2	HPER 366-Volleyball Coaching and Officiating	2
HPER 441-Applied Kinesiology	3	<b>Total</b>	<b>23</b>
HPER 442-Field Experience and Practicum OR	2		
HPER 485-Summer Camp Leadership	2		
<b>Subtotal</b>	<b>19</b>		

## Minor: Developmental Adapted Physical Education (DAPE)

This minor will provide the necessary information and practical experience necessary for the development and maintenance of quality physical education service for pre-kindergarten through grade 12 students who have special education needs in the areas of physical fitness and gross motor skills.

A student pursuing a minor in DAPE would be required to have a teaching major and complete the curriculum listed below.

**Core Requirements:** (Pre-requisites: BIOL 220)

EC 337-Special Needs in ECE	3	HPER 415-Evaluation of Psychomotor Performance	3
EDUC 389-Foundations of Special Education	3	HPER 443-Adapted Physical Education Practicum	1
EDUC 390-Special Needs in Inclusive Environment	3	(Grades Pre-K-6)	
HPER 333-Phy Educ for the Exceptional Child	2	HPER 444-Adapted Physical Education Practicum	1
HPER 350-Motor Learning	2	Grades 7-12)	
		<b>Total</b>	<b>18</b>

## Minor: Fitness and Wellness

This minor is designed for students preparing for entry-level positions in health and fitness-related fields. The Fitness and Wellness minor provides students with background knowledge and experience supporting careers in personal training, fitness instruction and health promotion.

**Core Requirements:** (Pre-requisites: BIOL 111 or BIOL 150, and BIOL 220, HPER 207)

HPER 217-Personal and Community Health	2	HPER 402-Exercise Physiology	3
HPER 222-Nutrition	3	HPER 415-Evaluation of Psychomotor Performance	3
HPER 340-Modern Issues and Materials in Health	3	HPER 430-Methods of Appraisal, Testing and	3
HPER 350-Motor Learning	2	and Prescription of Exercise	
HPER 368-Principles of Conditioning	3	<b>Subtotal</b>	<b>22</b>

## HEALTH, PHYSICAL EDUCATION AND RECREATION

### Minor: Health/Health Education

Health Education minors complete the general education requirements plus the program requirements listed below. Candidates for teaching certification must complete the secondary core required for teacher certification to include EDUC 398-Secondary Education Field Experience and EDUC 482.

**Core Requirements:** (Pre-requisites: BIOL 111 or 150, BIOL 220, PSYC 111, SOC 110 and HPER 210)

HPER 217-Personal and Community Health	2	HPER 402-Exercise Physiology	3
HPER 222-Nutrition	3	PSYC 450-Health Psychology	3
HPER 332-Comprehensive Health Educ. for K-12	3	SOC 335-Marriage and the Family	3
HPER 340-Modern Issues and Materials in Health	3	OR	
		SOC 355-Drugs and Society	
		<b>Total</b>	<b>20</b>

### Minor: Physical Education

Candidates for secondary teacher certification must also complete EDUC 398-Secondary Education Field Experience and EDUC 482-Secondary Methods for Health and Physical Education. Students seeking K-12 certification in Physical Education must complete both EDUC 482 and HPER 319. Additionally student teaching must include experience at both the elementary and secondary levels. Students completing this minor are strongly advised to complete the additional HPER courses that are needed to complete the coaching minor.

A student pursuing a minor in Physical Education would be required to have a teaching major and complete the curriculum listed below.

**Core Requirements:** (Pre-requisites: BIOL 111, BIOL 220, and HPER 210)

HPER 206-Social/Folk Dance	1	<b>Movement Skills: (Select 1 course from the following)</b>	
HPER 209-Rhythms and Tumbling	1	HPER 120-Racquet Sports	1
HPER 310-Foun./Hist. of Phys. Educ. in Athletics	2	HPER 130-Outdoor Pursuits	1
HPER 333-Phys. Educ. for the Exceptional Child	2	HPER 135-Golf	1
HPER 370-Fitness/Sports Teaching Techniques	3	HPER 153-Recreational Sports	1
HPER 402-Exercise Physiology	3	<b>Aquatics: (Select 1 course from the following)</b>	
HPER 415-Evaluation of Psychomotor Performance	3	HPER 219-Lifeguard Training	1
HPER 440-Org./Admin. of Phys. Ed. in Athletics	2	HPER 261-Inter. Swimming/Basic Water Safety	1
<b>Subtotal</b>	<b>17</b>	HPER 263-Adv. Swimming/Basic Water Rescue	1
		HPER 265-Water Safety Instructor	2
		<b>Total</b>	<b>19</b>

### Minor: Sports Management

This minor is designed for students preparing entry-level positions in professional administration and leadership positions relating to sports, the health and fitness fields, and the sporting goods industry.

**Core Requirements:** (Pre-requisites: BIOL 111 or 250, BIOL 220, and HPER 210)

HPER 369-Principles of Sports Management	3	HPER 368-Principles of Conditioning	3
BUSN 491-Professional Development	1	HPER 402-Exercise Physiology	3
HPER 207-Prevention and Care of Injuries	3	HPER 430-Methods of Appraisal, Testing and	3
HPER 217-Personal and Community Health	2	Prescription of Exercise	
HPER 360-Sport Psychology	2	HPER 440-Org./Admin. of Physical Education	2
		<b>Subtotal</b>	<b>22</b>

# HISTORY

## Division of Liberal Arts

The Division of Liberal Arts supports the University's mission through the History program. History is a record of human life on earth. Thus it involves not only political development, but economic achievements, social evolution, religion and values. The Bachelor of Science in History Education is, therefore, designed to give the students a genuine understanding of the events that have shaped both the western and eastern world over the centuries. The core requirements provide a comprehensive overview of basic material and the elective courses allow an in-depth study of specialized areas. In the upper-division classes the student will develop an in-depth understanding of the subject matter which will provide them with a solid intellectual foundation that will make them better teachers in the field of history.

### Major: History Education Bachelor of Science in Education

History Education majors will complete 36 hours of general education courses, including COMM 110, ECON 105, ENGL 110 and ENGL 120, GEOG 103, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses for this major. They should also complete all requirements for Secondary Education listed in this catalog, including EDUC 485-Secondary Methods for Social Science, EDUC 398-Secondary Education Field Experience, and ENGL 426 Reading in the Content Area.

#### Core Requirements:

HIST 101-Western Civilization I	3	<b>Choose 21 S.H. from the following:</b>	
HIST 102-Western Civilization II	3	HIST 250-Survey of Scandinavian History	3
HIST 103-U.S. to 1877	3	HIST 305/POLS 305-Constitutional History	3
HIST 104-U.S. since 1877	3	HIST 314/POLS 314-Ideology and Government	3
HIST 480S-History Comprehensive	1	HIST 319-Colonial and Revolutionary America	3
<b>Subtotal</b>	<b>13</b>	HIST 330/POLY 330-Hist. of American Diplomacy	3
		HIST 339-The Vietnam War	3
		HIST 395-NAZI Germany and the Holocaust	3
		HIST 406-The United States: Civil War and Reconstruction, 1850-1877	3
		HIST 417/POLS 417-Modern Russian Political History	3
		HIST 450/POLS 450-Europe and the United States in the Cold War	3
		<b>Total</b>	<b>34</b>

### Minor: History/History Education

A minor in the discipline of History shall be available to students not majoring in the field of social science. It shall consist of no less than 21 semester hours of History including 9 semester hours of electives. Students wishing to acquire a History Education minor equivalency endorsement must take an additional three hours of electives.

#### Core Requirements:

HIST 101-Western Civilization I	3	HIST 104-U.S. since 1877	3
HIST 102-Western Civilization II	3	HIST Electives	9
HIST 103-U.S. to 1877	3	<b>Total</b>	<b>21</b>

Students taking the History Education minor will be expected to take EDUC 398-Secondary Education Field Experience and EDUC 485-Secondary Methods for Social Science.

## HUMANITIES

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# HUMANITIES

Division of Liberal Arts

## History of Art

History of Art in a Multi-Cultural World is a humanities course intended to promote an understanding of art through discussion and study of artistic structural elements, artists, patrons, and culturally significant artistic methodologies. The survey of 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.

## Music

The purpose of the music curriculum is to provide opportunities for enjoyable musical experiences both vocally and instrumentally. These opportunities are made available through a varied repertoire and style of music for the vocalist, ranging from classical (renaissance, baroque, etc.) through 20<sup>th</sup> and 21<sup>st</sup> century music, to concert band, stage band, pep band, or solos/ensembles for the instrumentalist.

### General Information:

- Students may not present more than eight semester hours of extra-curricular credit in music toward requirements for graduation.
- Credit for private lessons is on the basis of one lesson per week; fourteen lessons must be completed to earn one hour of credit.
- Lessons are available by consent of instructor.
- Lessons missed due to student absence will be made up by the instructor upon presentation of a legitimate excuse by the student. Lessons missed for reasons other than unusual circumstances will not be made up.

## Spanish

Learning a foreign language is a personally enriching experience. The study of another culture leads to new insights and perspectives on one's own history, society and values, while increasing an understanding of other people. Spanish 101 and 102 are designed to introduce students to linguistic and cultural structures necessary for basic communication in Spanish. The emphasis is on developing proficiency in the four communication skills of listening, speaking, reading, and writing.





# MUSIC EDUCATION

## Division of Liberal Arts

### Minor: Music Education

A minor in Music Education is now available at Mayville State University! Mayville State University had a long tradition in the area of Music Education until the 1990's. Through the efforts of many, it's back!

This minor has been designed to complement an Elementary Education major, but it could be compatible with such majors as Business Administration, CIS, Fitness and Wellness, Communication, or almost anything else.

**Core Requirements:** Pre-requisites: MUSC 124, MUSC 255, MUSC 256, MUSC 325, MUSC 328, MUSC 432.

MUSC 101-Music Fundamentals	3	MUSC 255-Ear Training/Sight Singing I	1
MUSC 222-Music in America	3	MUSC 256-Ear Training/Sight Singing II	1
MUSC 233-Music Theory I	3	MUSC 323-Music for Elementary Teachers	2
MUSC 234-Music Theory II	3	MUSC 328-Basic Conducting	2
MUSC 250-Keyboard I	1	MUSC 450-Elem/Middle School Music Methods/Materials	2
MUSC 251-Keyboard II and Piano Proficiency	1	EDUC 298-Field Experience	1
		<b>Subtotal</b>	<b>23</b>

#### Additional Courses – Vocal:

MUSC 127-Applied Lessons-Vocal	1
MUSC 200-Concert Choir (University Singers)	1
MUSC 325-Instrumental/Choral Arranging	3
MUSC 475-Vocal Pedagogy	3
<b>Subtotal</b>	<b>8</b>

#### Additional Courses – Instrumental:

MUSC 128-Applied Lessons-Instrumental	1
MUSC 205-Jazz Ensemble (Stage Band)	1
MUSC 210-Concert Band	1
MUSC 321-Instrumental Pedagogy-Brass	1
MUSC 322-Instrumental Pedagogy-Woodwind	1
MUSC 324-Instrumental Pedagogy-Percussion	1
MUSC 325-Instrumental/Choral Arranging	3
<b>Subtotal</b>	<b>9</b>

### ADDENDUM

## LIBRARY MEDIA AND INFORMATION SCIENCE

## LIBRARY MEDIA AND INFORMATION SCIENCE

## Division of Education and Psychology

The Library Media and Information Science program supports the University mission by preparing professionally trained librarians for school, public, academic, or special libraries. The primary mission of the Library program is to provide students with skills necessary to meet rapid changes in the highly technical world of libraries.

The goals of the library program are to provide students with 1.) knowledge to anticipate changing needs in libraries as well as flexibility to respond to those changes; 2.) critical thinking and decision-making skills needed to apply concepts of librarianship; 3.) communication skills to work with library patrons and strategic constituents; 4.) technical skills necessary for utilizing technology; and 5.) networking skills to expedite cooperation between libraries.

## Minor: Library Media and Information Science

All LMIS courses are offered online.

**Core Requirements:**

EDUC 272-Educational Technology	1	LMIS 370-Reference Sources and Services *	3
LMIS 250-Intro to Libraries/Information Science *	3	LMIS 430-Administration of the School Library Media Center *	3
LMIS/ENGL 317-Children's Literature <b>OR</b>	3	LMIS 445-Standards for Effective Libraries	3
LMIS/ENGL 350-Young Adult Literature & Media		LMIS 470-Current Issues in Information Science	3
LMIS 360-Media Collection Development *	3		
LMIS 365-The Organization of Information *	3	<b>Total</b>	<b>25</b>

## Library Credentials - LM02 and LM03

Teacher certification and completion of the Library Media and Information Science minor qualify a student for the Librarian Credential (LM02) issued by the North Dakota Department of Public Instruction. The LM02 is necessary for schools with K-12 enrollment of 251 and above.

State accreditation standards for schools with a K-12 enrollment of 101-250 specify that the librarian be a certified teacher and have an LM03 credential. Students who wish to qualify only for the LM03 need take no more than the five core courses marked with an asterisk.

## MATHEMATICS

# MATHEMATICS

Division of Science and Mathematics

## Major: Mathematics Education Bachelor of Science in Education

This major provides students with the knowledge, skills, and techniques essential for teaching mathematics courses in the junior and senior high school. This major consists of 33 semester hours in mathematics including completion of the final comprehensive examination (Math 476S).

Students planning to teach in grades 7-12 must complete a major, 36 hours of general education courses, the mathematics core requirements listed below, and the professional courses required for teacher certification. (See "Education" section of this catalog). Teacher certification also requires completion of EDUC 398-Secondary Education Field Experience and EDUC 483-Secondary Methods for Mathematics. Completion of at least a minor program in a supporting area, in conjunction with this major, is required.

B.S. Ed. Mathematics Education majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major.

### Core Requirements:

MATH 105-Trigonometry	2	MATH 420-History and Philosophy of Mathematics	3
MATH 165-Calculus I	4	MATH 435-Theory of Numbers	3
MATH 166-Calculus II	4	MATH 443-Algebraic Structures with Programming for Majors	3
MATH 265-Calculus III	4		
MATH 323-Probability and Statistics	3	MATH 476S-Comprehensive Review/Exam	1
MATH 389-Modern Geometry	3		
MATH 412-Differential Equations	3	<b>Total</b>	<b>33</b>



## Major: Mathematics Bachelor of Science

This major provides students with the knowledge, skills, and techniques essential for using mathematics in non-teaching positions in business or industry. This major consists of 33 semester hours in mathematics including completion of the final comprehensive examination (MATH 476S). The Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major.

Pre-requisite course needed is: MATH 103.

### Core Requirements:

MATH 105-Trigonometry	2	MATH 420-History and Philosophy of Mathematics	3
MATH 165-Calculus I	4	MATH 435-Theory of Numbers	3
MATH 166-Calculus II	4	MATH 443-Algebraic Structures with Programming for Majors	3
MATH 265-Calculus III	4		
MATH 323-Probability and Statistics	3	MATH 476S-Comprehensive Exam	1
MATH 389-Modern Geometry	3		
MATH 412-Differential Equations	3	<b>Total</b>	<b>33</b>

## Minor: Mathematics/Mathematics Education

This minor provides students with the knowledge, skills, and techniques desirable for teaching mathematics in some secondary schools or for utilization in various areas in which mathematics may be used as a tool. This minor consists of a minimum of 18 semester hours. Teacher certification requires taking EDUC 483-Secondary Methods for Mathematics and EDUC 398-Secondary Education Field Experience.

### Core Requirements:

MATH 105-Trigonometry	2	MATH 323-Probability and Statistics	3
MATH 165-Calculus I	4	<b>Subtotal</b>	<b>9</b>

Electives to complete the 18 semester hours (9 hours) may be selected from the following:

MATH 166-Calculus II	4	MATH 435-Theory of Numbers	3
MATH 265-Calculus III	4	MATH 443-Algebraic Structures with Programming for Majors	3
MATH 389-Modern Geometry	3		
MATH 412-Differential Equations	3		
MATH 420-History and Philosophy of Mathematics	3	<b>Total</b>	<b>18</b>



## PSYCHOLOGY

# PSYCHOLOGY

## Division of Education and Psychology

The Division of Education and Psychology is governed by the Mayville State University mission statement.

The goal of the psychology program is to inform students of the science and practice involved with the description, explanation, and prediction of human behavioral, mental, and social processes. Scholarly inquiry of strategies aimed at fostering change and stability are additional areas of training. This program complements studies in Education, Health Education, Science, Social Science, and Business.

### Major: Applied Psychology Bachelor of Arts

Students selecting a course of study in psychology include those interested in preparing for graduate training in psychology or related fields, paraprofessional employment in human services, teaching high school-level psychology, or employment in fields where critical thinking, flexibility, systematic problem-solving, and advanced interpersonal skills are essential to success.

**Core Requirements:** (Pre-requisite: GEOG 103 or ECON 105; MATH 103, PSYC 111, and SOC 110)

PSYC 250-Developmental Psychology	3	PSYC 460-Research Methods in Psychology	3
PSYC 310-Statistics for the Social Sciences	3	PSYC 476S-Comprehensive Review/Exam	3
PSYC 370-Psychology of Abnormal Behavior	3	PSYC 497S-Internship *	1-3
PSYC 405-History and Systems of Psychology	3	<b>Total</b>	<b>21</b>

\* Internship is required in the area of strongest interest. Additional internships are allowed.

**Electives:** (Select 23-25 elective credits below to make a combined total of 42 with the core requirements listed above.)

EC 345-Grant Writing	1	PSYC 399-Readings in Psychology	3
HPER 360-Sports Psychology	2	PSYC 422-Learning Theory and Evaluation	3
PSYC 255-Child and Adolescent Psychology	3	PSYC 435-Physiological Psychology	3
PSYC 280-Group Dynamics	3	PSYC 450-Health Psychology	3
PSYC 330-Behavior Modification and Therapy	3	PSYC 470-Introduction to Clinical Psychology	3
PSYC 331-Intro to Guidance and Counseling	3	PSYC X99-Special Topics	1-3
PSYC 332-Applied Psychology	3	SOC 130-Introduction to Human Services	3
PSYC 360-Introduction to Personality Theory	3		
PSYC 361-Social Psychology	3	<b>Total</b>	<b>42</b>

NOTE: Students getting a double major in Applied Psychology and Education should take PSYC 399 as an elective.

Students planning to apply to a graduate program in Applied Psychology should choose a minimum of four of the following courses:

PSYC 330-Behavior Modification and Therapy	3	PSYC 435-Physiological Psychology	3
PSYC 360-Introduction to Personality Theory	3	PSYC 450-Health Psychology	3
PSYC 361-Social Psychology	3	PSYC 470-Introduction to Clinical Psychology	3
PSYC 422-Learning Theory and Evaluation	3		

## Minor: Psychology

The psychology minor requires completion of 21 semester hours.

**Core Requirements:** (Pre-requisite: PSYC 111)

PSYC 250-Developmental Psychology	3
PSYC 360-Introduction to Personality Theory	3
<b>Subtotal</b>	<b>6</b>

**Select 15 S.H. from these courses:**

EC 320-Infants and Toddlers	3	PSYC 370-Psychology of Abnormal Behavior	3
EDUC 390-Special Needs in Inclusive Environment	3	PSYC 422-Learning Theory and Evaluation	3
PSYC 280-Group Dynamics	3	PSYC 435-Physiological Psychology	3
PSYC 310-Statistics for the Social Sciences	3	PSYC 450-Health Psychology	3
PSYC 330-Behavior Modification and Therapy	3	PSYC 460-Research Methods in Psychology	3
PSYC 331-Introduction to Guidance & Counseling	3	PSYC 470-Introduction to Clinical Psychology	3
PSYC 332-Applied Psychology	3	Electives (as approved by Psychology Dept.)	3
PSYC 361-Social Psychology	3	<b>Total</b>	<b>21</b>

## Minor: Psychology Education

The psychology education minor requires completion of 21 semester hours plus EDUC 398-Secondary Field Experience (1 S.H.) and EDUC 485-Secondary Methods for Social Science (2 S.H.).

Students who complete a teaching major and a Psychology Education minor are eligible for teaching high school-level psychology upon completion of teacher certification requirements.

**Core Requirements:** (Pre-requisite: PSYC 111)

PSYC 332-Applied Psychology	3	<b>Select 9 S.H. from these courses:</b>	
PSYC 360-Introduction to Personality Theory	3	PSYC 310-Statistics for the Social Sciences	3
PSYC 370-Psychology of Abnormal Behavior	3	PSYC 331-Intro to Guidance and Counseling	3
PSYC 405-History and Systems of Psychology	3	PSYC 361-Social Psychology	3
<b>Subtotal</b>	<b>12</b>	PSYC 435-Physiological Psychology	3
		PSYC 460-Research Methods in Psychology	3
		<b>Total</b>	<b>21</b>

## SCIENCE

# SCIENCE

## Division of Science and Mathematics

### Minor: General Science

This minor includes 20 semester hours including a minimum of eight semester hours in any two areas of science (biology, chemistry, earth science or physics) and four semester hours in a third area. SCNC 101-Natural Science and SCNC 102-Physical Science may not be used to complete this minor.

The General Science minor can be readily adapted to fulfill middle school endorsement requirements. Middle school endorsement in science requires completion of 24 semester hours in science. Of these 24 semester hours, a minimum of six hours must be in biology/life science and six hours must be in earth science (astronomy or geology), and a minimum of four hours each in chemistry and physics. Completion of the appropriate education courses as outlined in the Education portion of this catalog is also required.

### Minor: Physical Science/Physical Science Education

#### Core Requirements:

CHEM 466-Survey of Physical Chemistry	3	PHYS 212-College Physics II	3
CHEM 466L-Survey of Physical Chemistry Lab	1	PHYS 212L-College Physics II Lab	1
PHYS 211-College Physics I	3	PHYS 499-Special Topics	4
PHYS 211L-College Physics I Lab	1	CHEM or PHYS 300-400 Level Electives	4
		<b>Total</b>	<b>20</b>

The electives to total 20 semester hours should be from physics, chemistry, or substitutes as approved by the Division chair of Science and Mathematics. Teacher certification requires completion of EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods in Science.

### Minor: Science for the Elementary Teacher

The minor in science for elementary teachers consists of 20 semester hours of approved science courses including SCNC 320 - Science for the Elementary Teacher I and SCNC 321-Science for the Elementary Teacher II. SCNC 101-Natural Science and SCNC 102-Physical Science may be used to complete this minor. The program will be determined jointly by the chairperson of the Division of Education and Psychology and the chairperson of the Division of Science and Mathematics. This minor does not fulfill the requirements for the middle school endorsement in science.

## SOCIAL SCIENCE

### Division of Liberal Arts

The Division of Liberal Arts supports the University's mission through the Social Science program.

The Social Science Department serves two major purposes:

1. Provides all degree-oriented freshmen a six-to-nine-hour general education component, prepares social science majors who wish to go into such fields as, but not limited to, social work, counseling, law enforcement, law school, etc., and prepares social science teachers for the secondary schools.
2. Members of the department believe that the education of teachers of social sciences involves (a) an adequate study of the several academic disciplines comprising the field; and (b) an appreciation of the influence of the social studies in molding character and shaping society.

## Major: Composite in Social Science Education

### Bachelor of Science in Education

Students pursuing the Social Science Composite degree (43 semester hours) must meet the following criteria:

- Take the core requirements plus at least two specializations.
- Qualify for additional teaching areas in Sociology or Psychology by taking six hours in those areas.
- Take the education courses for Secondary Education as outlined in the "Education" section of this catalog, including EDUC 485-Secondary Methods for Social Science, EDUC 398-Secondary Education Field Experience, and ENGL 426-Reading in the Content Area.

Social Science Composite majors complete 36 hours of general education courses, including COMM 110, ECON 105, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses to this major.

#### Core Requirements:

<b>HISTORY</b>			
HIST 101-Western Civilization I	3	HIST Electives	6
HIST 102-Western Civilization II	3	SOSC 480S-Social Science Comprehensive	1
HIST 103-U.S. to 1877	3		
HIST 104-U.S. since 1877	3	<b>Subtotal</b>	<b>19</b>

#### Specializations:

Student must select at least TWO of these specializations:

<b>GEOGRAPHY (12 S.H.)</b>		<b>POLITICAL SCIENCE (12 S.H.)</b>	
GEOG 300-World Regional Geography and Anthropology	3	POLS 305-Constitutional History	3
GEOG 332-Global Economy, Dev. & Third World	3	POLS 314-Ideology and Government	3
GEOG 433-Geography of Europe	3	POLS Electives	6
GEOG Electives	3		
<b>ECONOMICS (12 S.H.)</b>			
ECON 201-Principles of Microeconomics	3		
ECON 202-Principles of Macroeconomics	3	<b>Core Requirements</b>	<b>19</b>
ECON 332-Global Economy, Dev. & Third World	3	<b>Two Specializations</b>	<b>24</b>
ECON 423-Global Economic History	3	<b>Total</b>	<b>43</b>



## SOCIAL SCIENCE

### Major: Social Science Bachelor of Arts

Students pursuing this program must complete 31 semester hours of prescribed courses and 12 hours of electives, for a total of 43 hours. Students will also be required to complete at least one minor.

Social Science majors complete 36 hours of general education, including COMM 110, ECON 105, ENGL 110, ENGL 120, GEOG 103, MATH 103, and SOC 110, which are pre-requisite courses to this major.

#### Core Requirements:

HIST 101-Western Civilization I	3	GEOG 332-Global Economy, Dev. & Third World	3
HIST 102-Western Civilization II	3	SOC 115-Social Problems	3
HIST 103-U.S. to 1877	3	SOSC 480S-Social Science Comprehensive	1
HIST 104-U.S. since 1877	3	<b>Subtotal</b>	<b>31</b>
POLS 305/HIST 305-Constitutional History	3	<b>AND</b>	
POLS 314/HIST 314-Ideology and Government	3	HIST Electives	12
ECON 201-Principles of Microeconomics	3	POLS Electives	12
<b>OR</b>		GEOG Electives	12
ECON 202-Principles of Macroeconomics		(Select <b>one</b> of the above elective areas)	
GEOG 300-World Reg. Geography/Anthropology	3	<b>Total</b>	<b>43</b>

### Minor: Social Science/Social Science Education

Minors complete 21 semester hours. Teacher certification candidates also complete all required Education courses including EDUC 485-Secondary Methods for Social Science and EDUC 398-Secondary Education Field Experience. Students wishing to acquire a Social Science Education minor equivalency endorsement must take an additional three hours of electives.

#### Core Requirements: (Pre-requisites: ECON 105, GEOG 103, and SOC 110)

HIST 101-Western Civilization I	3	POLY 305/HIST 305-Constitutional History	3
HIST 102-Western Civilization II	3	ECON 201-Principles of Microeconomics	3
HIST 103-U.S. to 1877	3	<b>OR</b>	
HIST 104-U.S. since 1877	3	ECON 202-Principles of Macroeconomics	
SOC 115-Social Problems	3	<b>Total</b>	<b>21</b>

## Minor: Sociology

Sociology is the discipline that explores how people live in society, in their families, in groups, and in institutions. This field of study also emphasizes the values and beliefs of a people. SOC 110-Introduction to Sociology is a general education course. Other upper-level courses in sociology deepen and broaden a student's understanding of present-day society.

Sociology minors must complete 36 hours of general education, including COMM 110, ECON 105, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111 and SOC 110, which are pre-requisite courses for this minor.

Students will take an additional 21 semester hours from courses listed below to complete their minor.

### Core Requirements:

PSYC 361-Social Psychology	3	<b>Select 9 S.H. from the following:</b>	
SOC 115-Social Problems	3	ECON 201-Principles of Microeconomics	3
SOC 335-Marriage and the Family	3	<b>OR</b>	
SOC 406-Crime and Delinquency	3	ECON 202-Principles of Macroeconomics	
		HPER 217-Personal and Community Health	2
		POLS 314/HIST 314-Ideology and Government	3
		PSYC 370-Abnormal Psychology	3
		SOC 351-Sociology of Aging	3
		SOC 355-Drugs and Society	3
		SOC 499-Special Topics	1-2
		<b>Total</b>	<b>21</b>

## Economics

Economics is the study of how societies solve the issue of scarcity, answering how societies determine 1.) what good and services are produced; 2.) how those goods and services are made; and 3.) who gets the goods and services. Alfred Marshall defined economics as “a study of mankind in the ordinary business of life.” John Maynard Keynes asserted, “Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist.” The courses offered examine these issues.

## Political Science

Political Science at Mayville State University emphasizes the nature of political communities around the world. It offers a chance to study major world problems, ideological issues, governmental forms, and American government.

## COURSE DESCRIPTIONS

*All universities and colleges in the North Dakota University System (NDUS) have agreed on Common Course Numbers (CCNs) for many of the courses they have in common. The CCN notation in the course description indicates MSU courses that are recognized as common within the North Dakota University System.*

### **ACCT 200 ELEMENTS OF ACCOUNTING I (CCN)**

**3 S.H.**

This course introduces the accounting cycle as it applies to service and merchandising entities. Proprietorships, partnerships, and corporate ownership structures are considered. Pre-requisite or co-requisite: CIS 114. Fall, Spring; Summer online.

### **ACCT 201 ELEMENTS OF ACCOUNTING II (CCN)**

**3 S.H.**

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-requisite: Completion of ACCT 200 with a "C" grade or higher. Fall, Spring. Online: Summer 2011, Fall beginning 2012.

### **ACCT 300 INTERMEDIATE ACCOUNTING I**

**4 S.H.**

A study of current accounting theory and practical applications of generally accepted accounting principles with emphasis on the theoretical framework of accounting, the basic financial statements, the accounting process, current assets, and long-lived assets. Pre-requisite: ACCT 201. Alternate years, Fall 2011.

### **ACCT 301 INTERMEDIATE ACCOUNTING II**

**4 S.H.**

A study of current accounting theory and practical applications of generally accepted accounting principles with emphasis on current liabilities, contingent liabilities, long-term debt, owners' equity, leases, pension plans, income tax provision, and earnings per share. Pre-requisite: ACCT 300. Alternate years, Spring 2012.

### **ACCT 305 COST ACCOUNTING I (CCN)**

**3 S.H.**

The introduction of modern cost accounting with insight and breadth regarding both the accountant's and the manager's role in an organization. Included topics are cost accounting fundamentals and tools for planning and control. Pre-requisite: ACCT 201. Alternate years, Fall 2010.

### **ACCT 306 COST ACCOUNTING II (CCN)**

**3 S.H.**

A continuation of the cost accounting cycle with emphasis on cost information for decisions, cost allocations and revenues, and quality and JIT. Pre-requisite: ACCT 305. Alternate years, Spring 2011.

### **ACCT 315 BUSINESS IN THE LEGAL ENVIRONMENT**

**3 S.H.**

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-requisite: None. Fall.

### **ACCT 316 BANKING LAW**

**3 S.H.**

A continuation of the study of business law, with emphasis on secured transactions, corporations, partnerships, bankruptcy and other topics of general interest in the banking and accounting fields. Pre-requisite: ACCT 315. Spring.

### **ACCT 360 ACCOUNTING SYSTEMS**

**2 S.H.**

Review of the accounting cycle, completion of manual and computerized practice sets, using software such as QuickBooks or Microsoft Dynamics, review of internal control, and the interface of accounting and financial reporting. Pre-requisite: ACCT 201. Fall, Spring. Online: Summer beginning 2012.

### **ACCT 400 INDIVIDUAL INCOME TAXATION**

**3 S.H.**

A study of federal income tax laws applicable to individuals and small business. Pre-requisite: Junior standing. Fall.

### **ACCT 401 BUSINESS INCOME TAXATION**

**3 S.H.**

A study of federal income tax laws applicable to corporations and partnerships and advanced problems of individual taxation. Pre-requisite: Junior standing. Spring.

**ACCT 450 AUDITING AND ASSURANCE SERVICES****3 S.H.**

A study of standards, concepts, and objectives of auditing, including preparation of audit working papers and audit reports, other assurance services, and problems that arise in the course of an audit. Pre-requisite: ACCT 201. Alternate years, Spring 2011.

**ACCT X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**ACCT X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of 6 semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**ACCT X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

Open to students with the background and ability to pursue areas of special interest. Special projects include individual research and reading of topics of special interest and concern to students but not available in the current course offerings. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

**ASTR 150 METEOROLOGY (CCN)****3 S.H.**

A study of the earth's atmosphere and the elements of the weather, weather type and storms, meteorological instruments, and weather maps. This course is especially valuable to persons who plan to teach. Pre-requisite: None. Co-requisite: ASTR 150L. On demand.

**ASTR 150L METEOROLOGY LAB (CCN)****1 S.H.**

Two hours lab per week. Procedures will involve the study of atmosphere, including fronts and air masses, clouds and precipitation, our seasons, and global climate. Basic atmospheric processes and phenomena are studied to provide the student an understanding of our ever changing and sometimes dangerous day-to-day weather. Co-requisite: ASTR 150. On demand.

**BADM 301 PRINCIPLES OF MARKETING (CCN)****3 S.H.**

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 mix elements (products/services, distribution, promotion, and pricing) and application of those elements toward the creation of a marketing plan. This course provides a foundation for continuing study in Advanced Marketing Management and Consumer Behavior. Pre-requisites: CIS 112, CIS 114, CIS 118. Fall, Spring; Spring online.

**BADM 302 PRINCIPLES OF MANAGEMENT (CCN)****3 S.H.**

This introductory course studies the managerial functions that are essential for reaching organizational goals and objectives. The interrelatedness of the parts of an organization and the role of the manager in the total organizational system are stressed. The ultimate purpose of this course is to get the student to "think like a manager." Pre-requisite: CIS 112. Fall, Spring; Fall online.

**BIOL 111 CONCEPTS OF BIOLOGY (CCN)****3 S.H.**

This is a one-semester comprehensive introduction to the major concepts of modern biology. It studies the characteristics, structure, function, diversity, and inter-relationships of living organisms with an emphasis of areas of human concern. Three hours of lecture per week. Pre-requisite: None. Co-requisite: BIOL 111L. Fall.

**BIOL 111L CONCEPTS OF BIOLOGY LAB (CCN)****1 S.H.**

Laboratory exercises designed to explore proper lab technique and the characteristics, structure, function, diversity, and inter-relationships of living organisms with an emphasis of areas of human concern. Pre-requisite: None. Co-requisite: BIOL 111. Fall.



## BIOL

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### **BIOL 150 GENERAL BIOLOGY I (CCN)**

**3 S.H.**

Selected principles of biology with emphasis on processes, to include cell structure and chemistry, photosynthesis, cell respiration, homeostasis, genetics, protein synthesis, reproduction, and embryonic development. Three hours of lecture per week. Pre-requisite: None. Co-requisite: BIOL 150L. Fall.

### **BIOL 150L GENERAL BIOLOGY I LAB (CCN)**

**1 S.H.**

Laboratory exercises designed to explore proper lab technique, cell structure and chemistry, photosynthesis, cell respiration, homeostasis, genetics, protein synthesis, reproduction, and embryonic development. Pre-requisite: None. Co-requisite: BIOL 150L. Fall.

### **BIOL 151 GENERAL BIOLOGY II (CCN)**

**3 S.H.**

Survey of the three domains of living things including archeans, bacteria, protists, fungi, plants, and animals. To include classification, ecology, basic biology, and structure and function. Three hours of lecture per week. Pre-requisite: BIOL 150, 150L. Co-requisite: BIOL 151L. Spring.

### **BIOL 151L GENERAL BIOLOGY II LAB (CCN)**

**1 S.H.**

Laboratory exercises designed to study organisms from the three domains of living things including archeans, bacteria, protists, fungi, plants, and animals; classification; evolution; and, ecology. Pre-requisite: BIOL 150, BIOL 150L. Co-requisite: BIOL 151L. Spring.

### **BIOL 220 ANATOMY AND PHYSIOLOGY I (CCN)**

**3 S.H.**

Three hours lecture per week. The study of the 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 which will be considered include cellular anatomy and metabolism, the organization of cells into tissues, and the integumentary, skeletal and joint, muscular, nervous, and somatic and special senses. Pre-requisites: BIOL 111 or BIOL 150 or equivalent. CHEM 121 is recommended. Co-requisite: BIOL 220L. Spring on campus; Fall, Spring, Summer online.

### **BIOL 220L ANATOMY AND PHYSIOLOGY I LAB (CCN)**

**1 S.H.**

Two hours of lab per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 220. Possible materials include activities related to cell structure and metabolism, micro- and macroscopic observations and interpretations of cellular, tissue, integument, skeletal, muscular, and nervous system structures and tissues, and dissections of animal specimens. Activities related to the study of physiology are also included. Co-requisite: BIOL 220. Spring on campus; Fall, Spring, Summer online.

### **BIOL 221 ANATOMY AND PHYSIOLOGY II (CCN)**

**3 S.H.**

Three hours lecture per week. The study of the 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 considered include the endocrine, blood and cardiovascular, lymphatic, digestive, nutrition, respiratory, urinary and electrolytes, and reproductive systems. Elements of development and growth, and of human genetics will also be considered. Prerequisites: BIOL 111 or BIOL 150 or equivalent. BIOL 220 and BIOL 220L are also required. CHEM 121 is recommended. Co-requisite: BIOL 221L. Fall on campus; Fall, Spring, Summer online.

### **BIOL 221L ANATOMY AND PHYSIOLOGY II LAB (CCN)**

**1 S.H.**

Two hours of lab per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 221. Possible materials include activities related to the endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected, and activities related to the study of human physiology are also included. Fall on campus; Fall, Spring, Summer online.

### **BIOL 236 SURVEY OF BOTANY**

**3 S.H.**

A general overview of structure, physiology, life cycles, and ecology of non-seed and seed plants. Three hours of lecture per week. Field activities included. Pre-requisite: BIOL 151. Co-requisite: BIOL 236L. Spring.

### **BIOL 236L SURVEY OF BOTANY LAB**

**1 S.H.**

Lab activities related to the lecture to include microscopy and field activities. Pre-requisite: BIOL 151. Co-requisite: BIOL 236. Spring.

**BIOL 242 PLASMID SCIENCE METHODS I****2 S.H.**

This course consists of one hour of lecture and two hours of hands-on work per week. Students will be introduced to laboratory procedures and equipment, and will become proficient in the areas of media and buffer preparation, plasmid production, plasmid isolation, and plasmid verification. This course will also involve a six-hour job-shadowing experience at a local biotechnology company.

**BIOL 243 PLASMID SCIENCE METHODS II****3 S.H.**

This course consists of one hour of lecture and four hours of hands-on work per week. Students will become familiar in the areas of plasmid quantification, plasmid quality control, protein/enzyme synthesis, protein purification, protein/enzyme quantification, and protein/enzyme verification.

**BIOL 302 SURVEY OF MICROBIOLOGY (CCN)****3 S.H.**

Acquaints students with microorganisms and their activities. Topics include microbial cell organization, genetics, and the role of microorganisms in disease development and immunity. Three hours of lecture per week. Pre-requisite: BIOL 111 or BIOL 150. Co-requisite: BIOL 302L. Alternate years, Spring 2012.

**BIOL 302L SURVEY OF MICROBIOLOGY LAB (CCN)****1 S.H.**

The lab course is designed to help students grasp the fundamentals of microbiology from a hands-on approach enhanced with technology. The lab content encompasses basic laboratory procedures in observing and identifying microorganisms, handling, and culturing of microorganisms. Two hours of lab per week. Pre-requisite: BIOL 111 or BIOL 150. Co-requisite: BIOL 302. Alternate years, Spring 2012.

**BIOL 311 INVERTEBRATE ZOOLOGY (IT CERTIFICATE LEVEL III)****3 S.H.**

Three hours lecture per week. Survey of the biology, classification, and ecology of invertebrates, concentrating on the major phyla. Emphasis will include structure and physiological considerations. Multimedia activities will be integrated. Pre-requisites: BIOL 150 and BIOL 150L or equivalent. Co-requisite: BIOL 311L. Alternate years, Fall 2011.

**BIOL 311L INVERTEBRATE ZOOLOGY LAB (IT CERTIFICATE LEVEL III)****1 S.H.**

Two hours laboratory per week. Activities include examination of living and fixed specimens of representative invertebrate genera, including the dissection of larger specimens as appropriate. Field activities will be required. Multimedia activities will be integrated. Co-requisite: BIOL 311. Alternate years, Fall 2011.

**BIOL 312 VERTEBRATE ZOOLOGY (IT CERTIFICATE LEVEL III)****3 S.H.**

Three hours lecture per week. Survey of the biology, classification, and ecology of vertebrates, concentrating on the major phyla. Emphasis will include structure of the higher vertebrates. Multimedia activities will be integrated. Pre-requisites: BIOL 150 and BIOL 150L or equivalent. Co-requisite: BIOL 312L. Alternate years, Spring 2012.

**BIOL 312L VERTEBRATE ZOOLOGY LAB (IT CERTIFICATE LEVEL III)****1 S.H.**

Two hours of laboratory per week. Activities include examination of living and fixed specimens of representative vertebrate genera, including specimen dissections. Field activities will be required. Multimedia activities will be integrated. Co-requisite: BIOL 312. Alternate years, Spring 2012.

**BIOL 315 GENETICS (CCN)****3 S.H.**

Fundamentals of heredity in microbes, plants, and animals. Both classical and modern genetics with emphasis on molecular basis of genes, inheritance, and gene interactions. Three hours of lecture per week. Pre-requisites: BIOL 150, 236, 311 or 312 and one year of chemistry. Co-requisite: BIOL 315L. Alternate years, Fall 2010.

**BIOL 315L GENETICS LAB (CCN)****1 S.H.**

The lab course is designed to help students grasp the fundamentals of genetics from a hands-on approach enhanced with laboratory experiments. The lab content encompasses basic laboratory procedures in basic genetics, DNA analysis, and cytogenetics. Two hours of lab per week. Pre-requisites: BIOL 150, BIOL 236, BIOL 311 or BIOL 312 and one year of chemistry. Co-requisite: BIOL 315. Alternate years, Fall 2010.

**BIOL 332 GENERAL ECOLOGY****3 S.H.**

A study of plant and animal communities and their adaptations to and interactions with their environments, both biotic and abiotic. Supporting topics include intra-specific and interspecific interactions, population dynamics, biomes and ecosystems, and ecosystem diversity. Pre-requisites: none. Alternate years, Spring 2011.

## BIOL-BOTE

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### **BIOL 341 CELL BIOLOGY**

**3 S.H.**

Fundamentals of prokaryotic and eukaryotic cells. Structure and composition cell membrane and cell organelles and their functions. Molecular organization of important cell organelles including the nucleus, mitochondria, and chloroplast. Three hours of lecture per week. Pre-requisites: BIOL 151 and CHEM 341. Co-requisite: BIOL 341L. Alternate years, Spring 2011.

### **BIOL 341L CELL BIOLOGY LAB**

**1 S.H.**

The lab course is designed to help students grasp the fundamentals of Cell Biology from a hands-on approach enhanced with technology. The lab content encompasses basic laboratory procedures in cell and tissue culture, chromosome staining and visualization, use of gel matrixes in separating and detecting nucleic acids and protein, and analysis of nucleic acids databases using different bioinformatics tools. Two labs per week. Pre-requisites: BIOL 151 and CHEM 341. Co-requisite: BIOL 341. Alternate years, Spring 2011.

### **BIOL 350 MOLECULAR BIOLOGY**

**3 S.H.**

Molecular biology involves the understanding of the interactions between the various molecules of a cell and their role in molecular processes in eukaryotic and prokaryotic cells. Topics include structure, function, and regulation of the genetic materials at the molecular level, gene organization, structures and functions of DNA, RNA, and proteins, gene transcription and expression, manipulation of genetic materials and DNA recombinant technology. Three hours of lecture per week. Pre-requisite: BIOL 150, CHEM 360. Co-requisite: BIOL 350L. Fall.

### **BIOL 350L MOLECULAR BIOLOGY LAB**

**1 S.H.**

Lab includes activities related to lecture. Activities will promote development of techniques and skills in areas as nucleic acid extraction, purification, and digestion with restriction endonucleases, amplification of DNA using PCR, gene cloning, transformation, and identification. Co-requisite: BIOL 350. Fall.

### **BIOL 497S INTERNSHIP**

**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Biology faculty, and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Credits may not be applied to the B.S.Ed. degree program except as excess beyond the required and elective credits as listed in this catalog. Course may be repeated depending upon the availability of work sites and faculty approval. Pre-requisites: junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading. Fall, Spring, Summer.

### **BIOL X92 EXPERIMENTAL COURSES (CCN)**

**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

### **BIOL X95 SERVICE LEARNING (CCN)**

**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service-learning experiences will be arranged through the appropriate division chair. A total of 6 total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **BIOL X99 SPECIAL TOPICS (CCN)**

**.5 – 4 S.H.**

Designed to meet the needs and interests of individual students. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

### **BOTE 347 COMPUTER APPLICATIONS IN BUSINESS (IT CERTIFICATE LEVEL III)**

**3 S.H.**

Intermediate and advanced use of electronic spreadsheet and data base applications as they are used in business. Pre-requisites: CIS 114 and CIS 116. Fall, Spring; Summer online, Fall. Online: Summer 2011, Spring beginning 2012.

**BUSN 305 FOUNDATIONS IN ENTREPRENEURSHIP****2 S.H.**

This course will provide a basic understanding of the entrepreneurial process. The student will spend time researching successful and unsuccessful new business ventures and interacting with entrepreneurs. A comprehensive self-assessment will help students better understand their own personal aspirations while identifying necessary skill sets and competencies. Oral and written communication will be featured in this introductory course. Pre-requisites: CIS 112, CIS 114, CIS 116, CIS 118; BADM 302. Fall.

**BUSN 308 RETAILING****3 S.H.**

This course is structured to provide a comprehensive and coordinated introduction to retailing. It includes both a balanced coverage of the major areas of retailing (strategies, research, store organization, location, image, inventory control, and promotion) and the details of each from a managerial standpoint. Pre-requisites: CIS 112, CIS 118. Spring. Online. Spring alternative years, beginning 2013.

**BUSN 310 FUNDAMENTALS OF REAL ESTATE AND INSURANCE****3 S.H.**

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. Fall.

**BUSN 311 REAL ESTATE APPRAISAL****3 S.H.**

An examination of the nature of real property value, the functions and purposes of appraisal, and the functions and methods of estimating value with emphasis on residential market value. Pre-requisite: BUSN 310. Spring.

**BUSN 312 REAL ESTATE FINANCING****3 S.H.**

A study of institutions involved in real estate financing, the procedures and techniques requisite to the analysis of risks involved in financing, terminology, and real property taxation, plus the procedures and documents pertaining to a typical residential mortgage loan closing. Pre-requisite: BUSN 310. Spring.

**BUSN 318 ADVERTISING AND PROMOTION MANAGEMENT****3 S.H.**

This course provides a study of advertising and promotion management including the creation and maintenance of goal-oriented promotional programs. A comprehensive study of advertising as well as other personal and non-personal promotional alternatives will be conducted. The course will be theory as well as application-based. The focus of the course is to treat advertising as a business, a marketing tool, a creative process, and a dynamic hybrid discipline. The course content will always be connected to marketing and management. Pre-requisites: CIS 112, CIS 118. Fall. Online: Fall alternate years, beginning 2012.

**BUSN 323 MANAGERIAL FINANCE****3 S.H.**

An introduction to business finance. Included topics are financial analysis and planning, working capital management, the capital budgeting process, and long-term financing. Pre-requisites: ACCT 201, BOTE 347. Fall, Spring; Spring online.

**BUSN 320 ENTERPRISE INFORMATION SYSTEMS FOR MANAGERS****3 S.H.**

Information Technology (IT) plays a strategic role for creating a competitive advantage in today's fast-paced global environment. Today's managers must understand the applications and impact of various information systems at their place of work and the contributions of those information systems to improving business processes, managing relationships with external business partners, and creating new forms of value for the organization. Pre-requisites: CIS 200, CIS 112, CIS 114, CIS 116, CIS 118, BADM 302. Fall.

**BUSN 332 DIGITAL TOOLS AND TECHNIQUES****2 S.H.**

This course provides students opportunities to develop the ability to create presentations that integrate a variety of digital elements. Specific applications include video editing and photo editing software. Pre-requisite: CIS 118. Spring alternating years; Next offering Spring 2013.

**BUSN 334 BUSINESS COMMUNICATION (IT CERTIFICATE LEVEL III)****3 S.H.**

This course is designed to cover the full range of business communications whether it be external/internal written, oral, and/or nonverbal. An application emphasis will be used, whether by traditional methods or by technology. This course will require the effective and efficient demonstration of electronic communication as well as the electronic communication system. This course should immediately improve business communication skills while building a desire to further develop power in communicating. Pre-requisites: CIS 112, CIS 118, ENGL 120, COMM 110. Fall. Online: Spring.



## BUSN

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### **BUSN 336 APPLIED STATISTICS (IT CERTIFICATE LEVEL III)**

**3 S.H.**

This course examines the basic concepts of probability and statistics and incorporates them in business and social science settings. Included are inferential statistics topics such as estimation, hypothesis testing, analysis of variance, and regression techniques. A limited number of non-parametric techniques will be explored. Pre-requisites: CIS 112, CIS 114, CIS 116, CIS 118, MATH 103. Fall.

### **BUSN 340 PROJECT MANAGEMENT**

**3 S.H.**

Project Management is an emerging discipline. This course introduces and applies the processes and knowledge areas of project management as a means of complementing and integrating with the other management disciplines. Course objectives are to develop an understanding of the concepts, processes and knowledge areas critical to successful project completion in addition to identifying and controlling the factors that cause projects to exceed budget, time limitations and generally fail to meet stakeholder expectations. Pre-requisites: BADM 302, CIS 112, CIS 114, CIS 118. Fall; Fall 2011 online.

### **BUSN 351 HUMAN RESOURCE MANAGEMENT**

**3 S.H.**

The course provides the student an opportunity to recognize and experience the importance of an organization's workforce. The entire course is constructed around the concept that the human resources of an organization are responsible for the human behavior, individual differences, and performance of the total organization. The course also emphasizes an individual's quality of work within the legal framework of human resources management. Pre-requisites: BADM 302, CIS 112, CIS 114, CIS 116, CIS 118. Spring. Online: Fall, Summer.

### **BUSN 365 ENTREPRENEURIAL BUSINESS PLANS**

**3 S.H.**

This course will give the student a keen understanding of the theoretical and practical tool—THE BUSINESS PLAN—for launching an entrepreneurial venture. An extensive critique and study of ALL the components of this tool including planning, marketing, financing, and operating will be the focal point of the course. Pre-requisites: ACCT 201, BUSN 305, BADM 301. Spring.

### **BUSN 405 TOPICS AND ISSUES IN ENTREPRENEURSHIP**

**2 S.H.**

This course will provide the student with opportunities to “think entrepreneurship” at a higher level through an extensive review and discussion of case studies. The student will then apply entrepreneurial principles and solve problems that are typically encountered by new business ventures. Pre-requisites: BUSN 323, BUSN 365, BADM 301. Fall.

### **BUSN 415 MANAGEMENT SCIENCE**

**3 S.H.**

This course examines a variety of mathematical techniques applicable to business decision-making. Among the topics considered are business forecasting, linear programming, queuing models, and learning curves. Student group projects emphasizing critical thinking are a primary component of this course. Pre-requisite: BUSN 336. Spring. Online: Summer alternating years beginning 2012.

### **BUSN 418 OPERATIONS MANAGEMENT**

**3 S.H.**

This course examines the design and management of effective business operations. Among the topics considered will be process, layout, location and supply chain strategies together with techniques for inventory and scheduling effectiveness. Student group projects emphasizing critical thinking will be an important component of this course. Pre-requisite: BUSN 336. Fall. Online: Summer alternating years beginning 2013.

### **BUSN 423 CONSUMER BEHAVIOR**

**3 S.H.**

This course provides the student with a usable, managerial understanding of consumer behavior. Emphasis will be placed on studying the complexity and uncertainty of consumer behavior and its impact for marketing products and services. The course will also study the external and internal influences that appear to shape the behavior of the consumer, as well as the decision-making process. Pre-requisites: BADM 301, CIS 112, CIS 118, and PSYC 111 or SOC 110. Fall. Online: Fall alternate years beginning 2011.

### **BUSN 429 ADVANCED MARKETING MANAGEMENT**

**3 S.H.**

An advanced look at the scope and nature of market exchange. The development, implementation, and control of marketing strategies will be explored. Pre-requisite: BADM 301. Spring. Online: Spring alternate years beginning 2012.

**BUSN 435 ENTREPRENEURIAL BUSINESS PLAN PRACTICUM****4 S.H.**

This course will serve as the culminating experience for the entrepreneurial student. The student will develop a business plan for a new venture. At the conclusion of the semester, each business plan will be presented to a panel of experts to assess the quality of the plan and the feasibility of the venture. Pre-requisite: BUSN 405. Spring.

**BUSN 451 LENDING****3 S.H.**

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-requisite: BUSN 323. Fall.

**BUSN 453 INVESTMENT ANALYSIS AND MANAGEMENT****3 S.H.**

This course provides the key concepts of the investment arena including an introduction to security market investment vehicles, investment environment, economy, industry and security analysis, and portfolio concepts. Pre-requisites: BUSN 323, BUSN 336. Spring.

**BUSN 455 BUSINESS POLICIES****3 S.H.**

A capstone course designed to provide experience in decision-making and new venture, or entrepreneurial business planning. This course will utilize simulations, professional consultant input, and case analysis to draw from the student's prior knowledge of business. Strong emphasis is given to communication skills, critical thinking, and business problem-solving skills. Pre-requisites: BUSN 323 and senior standing. Spring.

**BUSN 482S BUSINESS COMPREHENSIVE****1 S.H.**

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. Fall, Spring; Fall, Spring online.

**BUSN 491 PROFESSIONAL DEVELOPMENT****1 S.H.**

This course is designed to prepare students for the transition from school to work and assist them in presenting themselves in the most positive manner. Course content includes, but is not limited to, job search activities and opportunities and documents as well as business etiquette and appropriate business attire. Pre-requisites: CIS 112, CIS 114, CIS 116, CIS 118. Fall, Spring; Spring 2012 online.

**BUSN 497S INTERNSHIP****.5 - 10 S.H.**

The student is given an opportunity to work closely with management in an on-the-job training basis. The manager guides the student through all levels and departments in a business, familiarizing the intern with all aspects of the business. The Internship Program is dependent upon the availability of employer sites. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. Pre-requisites: 2.50 major GPA and consent of division internship supervisor. S/U grading only. Fall, Spring, Summer.

**BUSN X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**BUSN X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of 6 total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

## BUSN-CHEM

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### **BUSN X99 SPECIAL TOPICS (CCN)**

**3 S.H.**

Open to students with the background and ability to pursue areas of special interest. Special projects include individual research and reading of topics of special interest and concern to students but not available in the current course offerings. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required. Fall, Spring.

### **CHEM 121 GENERAL CHEMISTRY I (CCN)**

**3 S.H.**

This course is an introduction to the fundamental concepts of chemistry including, matter, measurement, atoms, ions, molecules, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, and gases. The course consists of three hours of lecture per week. Pre-requisites: None. Co-requisites: CHEM 121L, MATH 103. Fall.

### **CHEM 121L GENERAL CHEMISTRY I LAB (CCN)**

**1 S.H.**

Students will develop familiarity with equipment and techniques used in chemical laboratories; will learn about the process of scientific inquiry; will develop an awareness of safety issues in a chemical laboratory; will gain an understanding of quantitative measurements, significant figures; and will perform a variety of experiments such as determining chemical formulae, characterizing solutions, thermochemical measurements, elementary synthesis reactions, solubility measurements. The course consists of two hours of laboratory per week. Pre-requisites: None. Co-requisites: CHEM 121. Fall.

### **CHEM 122 GENERAL CHEMISTRY II (CCN)**

**3 S.H.**

This course is a continuation of the study of the fundamentals of chemistry including intermolecular forces, liquids, solids, kinetics, equilibria, acids and bases, solution chemistry, precipitation, thermodynamics, and electrochemistry. The course consists of three hours of lecture per week. Pre-requisite: CHEM 121/121L. Co-requisite: CHEM 122. Spring.

### **CHEM 122L GENERAL CHEMISTRY II LAB (CCN)**

**1 S.H.**

Students will develop familiarity with basic equipment and techniques used in chemical laboratories; will learn to interpret data using graphical analysis and spreadsheets; will use equipment and chemical reagents in a safe manner; and will gain the ability to perform a variety of chemistry experiments, for example involving enthalpy measurements and phase changes, elementary chromatography, colligative properties of solutions, rates of chemical reactions, titration analysis, etc. The course consists of two hours of laboratory per week. Pre-requisites: CHEM 121/121L. Co-requisite: CHEM 122. Spring.

### **CHEM 330 QUANTITATIVE ANALYSIS I (CCN)**

**3 S.H.**

Principles and applications of gravimetric, volumetric, and absorptiometric analysis. The course consists of three hours of lecture. Pre-requisite: Admission to major or consent of instructor. Co-requisite: CHEM 330L. Alternate years, Spring, 2012.

### **CHEM 330L QUANTITATIVE ANALYSIS I LAB (CCN) (IT CERTIFICATE LEVEL III)**

**1 S.H.**

This course consists of one two-hour lab period per week and the assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT Certification Program for all related majors. The students will conduct data analysis by using advanced spreadsheet operations. Pre-requisite: CIS 114. Co-requisite: CHEM 330. Alternate years, Spring, 2012.

### **CHEM 341 ORGANIC CHEMISTRY I (CCN)**

**4 S.H.**

This course is an introduction to organic chemistry including structure and bonding, nomenclature, stereochemistry, functional groups, and spectroscopy for structure determination. This course consists of 4 hours of lecture per week. Pre-requisite: CHEM 122. Co-requisite: CHEM 341L. Fall.

### **CHEM 341L ORGANIC CHEMISTRY I LAB (CCN) (IT CERTIFICATE LEVEL III)**

**1 S.H.**

This course consists of one two-hour lab period per week. The assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT certificate program for all related majors. Students will conduct experiments using appropriate technology, analyze data, and create lab reports using appropriate software applications. Pre-requisite: CHEM 122. Co-requisite: CHEM 341. Fall.

**CHEM 342 ORGANIC CHEMISTRY II (CCN)****4 S.H.**

This course is a continuation of the study of fundamental concepts of organic chemistry including structure and reactivity, name reactions, carbon-carbon bond forming reactions, biomolecules, polymers, and multistep synthesis. This course will utilize current software applications for data collection, analysis and presentation. Chemistry modeling software will be used to present and discuss various course concepts including reactivity. Completion of this course fulfills part of the IT Certificate Program requirements for chemistry majors. This course consists of four hours of lecture per week. Pre-requisite: CHEM 341. Co-requisite: CHEM 342L. Spring.

**CHEM 342L ORGANIC CHEMISTRY II LAB (CCN) (IT CERTIFICATE LEVEL III)****1 S.H.**

This course consists of one two-hour lab period per week. The assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT Certificate Program for all related majors. Students will conduct experiments using appropriate technology, analyze data, and create lab reports using appropriate software applications. Pre-requisite: CHEM 341L. Co-requisite: CHEM 342. Spring.

**CHEM 360 ELEMENTS OF BIOCHEMISTRY (CCN)****3 S.H.**

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-requisite: CHEM 342 and admission to major or consent of instructor. Co-requisite: CHEM 360L. Spring.

**CHEM 360L ELEMENTS OF BIOCHEMISTRY LAB (CCN) (IT CERTIFICATE LEVEL III)****1 S.H.**

Lab includes activities related to the lecture. Activities will promote development of techniques and skills in areas such as DNA extraction; different gel electrophoresis systems, utilization of bioinformatics tools and DNA amplification using PCR technologies. Students will conduct experiments using appropriate technology, analyze data, and create lab reports using appropriate software applications. One two-hour lab period per week. Co-requisite: CHEM 360. Spring.

**CHEM 466 SURVEY OF PHYSICAL CHEMISTRY****3 S.H.**

An introduction to thermodynamics, quantum mechanics, statistical mechanics, and kinetics. Related activities and laboratory exercises are contained within the lecture material of this course. Pre-requisites: CHEM 122, MATH 166, PHYS 212 and admission to major or consent of instructor. Co-requisite: CHEM 466L. Alternate years, Fall 2010.

**CHEM 466L SURVEY OF PHYSICAL CHEMISTRY I LAB (IT CERTIFICATE LEVEL III)****1 S.H.**

Assignments will be applicable to the lectures. Completion of this course fulfills part of the requirements for the IT certificate program for all majors. In addition to the chemistry content of the course, numerous examples and problems are examined using graphical mathematical software. Consists of one two-hour lab per week. Pre-requisites: CIS 114. Co-requisite: CHEM 466. Alternate years, Fall 2010.

**CHEM 497S INTERNSHIP****.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. The number of credit hours is determined by the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Credits may not be applied to the B.S. Ed. degree. Pre-requisite: junior or senior standing, completion of three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading only. Fall, Spring, Summer.

**CHEM X92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**CHEM X95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.



CHEM- CIS

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**CHEM X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

Open to students with the background and ability sufficient to pursue areas of special interest with a high degree of independence. Examples of acceptable areas include literature searches, laboratory-based research projects, or curriculum development projects. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

**CIS 112 INTRODUCTION TO WORD PROCESSING (IT CERTIFICATE LEVEL I)****1 S.H.**

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-requisite: Experience with input devices, Windows environment, and file management. Fall, Spring; Fall and Summer online.

**CIS 114 INTRODUCTION TO SPREADSHEET APPLICATIONS (IT CERTIFICATE LEVEL I)****1 S.H.**

A hands-on course in the use of basic spreadsheet application software. Student will demonstrate a required level of proficiency in the following skill sets: managing files, working with cells, formatting worksheets, page setup and printing, working with worksheets and workbooks, working with formulas and functions, and using charts and objects. Pre-requisite: Experience with input devices, Windows environment, and file management. Fall, Spring; Spring and Summer online.

**CIS 116 INTRODUCTION TO DATABASE APPLICATIONS (IT CERTIFICATE LEVEL I)****1 S.H.**

A hands-on course in the use of basic database application software. Student will demonstrate a required level of proficiency in the following skill sets: planning and designing basic databases, working with Access software, building and modifying tables, building and modifying forms, viewing and organizing information, defining relationships, producing reports, integrating with other applications, and using Access tools. Pre-requisite: Experience with input devices, Windows environment, and file management. Fall, Spring; Spring and Summer online.

**CIS 118 INTRODUCTION TO PRESENTATION GRAPHICS (IT CERTIFICATE LEVEL I)****1 S.H.**

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-requisite: Experience with input devices, Windows environment, and file management. Fall, Spring; Fall and Summer online.

**CIS 200 COMPUTERS IN SOCIETY (IT CERTIFICATE LEVEL II)****1 S.H.**

An introductory computer literacy course that presents the history, present state, and future role of computers in our society. It will introduce the history of computers, basic software and hardware terminology, social and ethical issues, privacy and security concerns, health and environmental issues, the Internet, and an introduction to future and emerging technologies. Fall, Spring; Spring, Summer online.

**CIS 204 PROGRAMMING I****3 S.H.**

An introduction to programming using a language such as Visual Basic.Net. Topics include basic control structure, data types, objects, properties, and programming events. Fall.

**CIS 205 PROGRAMMING II****3 S.H.**

A continuation of CIS 204, students are required to use and understand more complex structure, to solve more complex problems, and to incorporate a much broader skill set into the problem solving/programming process. The language will remain the same as used in Programming I. Pre-requisite: CIS 204 with a minimum grade of C. Spring.

**CIS 300 INTRODUCTION TO RELATIONAL DATABASE (IT CERTIFICATE LEVEL III)****3 S.H.**

This course provides an understanding of the fundamentals of relational database design and physical implementation of the database using a PC based Database Management System (DBMS) software. The topics covered in this course are data and file storage concepts, database management system concepts, relational database terminology, relational database modeling (logical database design) using entity relationship diagram, physical database design considerations, and database implementation using DBMS software. Pre-requisite: CIS 116, CIS 205. Fall.

**CIS 310 DATA COMMUNICATIONS****3 S.H.**

An introduction to principles of the data communications process. Emphasis is on the layered architecture of the Internet. Security issues and solutions are introduced. Spring.

**CIS 320 DATA AND NETWORK SECURITY****3 S.H.**

Computer security issues have moved to the forefront of the technology industry and business. This course introduces a broad range of computer security. On demand.

**CIS 330 SYSTEMS ANALYSIS AND DESIGN****3 S.H.**

This course covers techniques and methodologies used for developing modern computer applications. Topics discussed are need for analysis and design, the role of a systems analyst, software development life cycle, CASE tools, object-oriented approach to systems analysis and design, various types of systems models and their uses, unified modeling language (UML), and how to use it to document system requirements and create object-oriented software models. Pre-requisites: CIS 205. Fall.

**CIS 360 ADVANCED RELATIONAL DATABASE MANAGEMENT SYSTEMS****3 S.H.**

This course covers fundamentals of relational database design and physical implementation of the design using an enterprise level server based (Database Management System) software. There will be an emphasis on using query language (SQL) to manipulate and retrieve information from a database. The topics covered in this course are: client-server technology, relational data modeling, database queries using SQL, stored procedures, functions and triggers, DBMS specific SQL extension commands, writing database scripts, database application administration, and security issues. Pre-requisite: CIS 300. Spring.

**CIS 365 WEB SITE DESIGN AND DEVELOPMENT****3 S.H.**

This course introduces the theory and design of Web site development. Emphasis is given on writing Web page code using XHTML tags and client-side scripting using JavaScript. The topics covered in this course are Internet and Web site terminology and technology discussions, XHTML tags, elements of a Web page (image, text, horizontal line, table, hyperlinks and bookmarks, frame, and form), Web page formatting using cascading style sheets, designing Web site navigation structure, Web site file and directory structure, data validation and other dynamic effects using JavaScript, and publishing Web site to a Web server. Pre-requisite: sophomore standing. Spring.

**CIS 375 C++****3 S.H.**

This course provides understanding of fundamentals of computer application programming using C++ programming language. It has a focus on programming logic using C++ language syntax. Various programming topics discussed are: console input and output statements, data types and structures, decision statements, function, arrays, pointers, text processing, writing data to and reading data from files, exception handling, and debugging. Pre-requisite: CIS 205. Fall.

**CIS 411 NETWORKING ADMINISTRATION****3 S.H.**

Introduction to the design, implementation, and administration of a local area network. Pre-requisite: CIS 310. Fall.

**CIS 412 ADVANCED NETWORKING TOPICS****3 S.H.**

A different networking topic will be chosen for this course each offering. The course is meant to give students a guided, in-depth study of a current topic related to data communications. Examples of recent topics are wireless communications and data security. May be repeated for different topics. Pre-requisite: CIS 310. Spring.

**CIS 421 WEB APPLICATION PROGRAMMING I****3 S.H.**

This course has a focus on server-side and client-side scripting using one of the industry's popular scripting languages. In this course students will learn how to create database-driven Web sites including user interface design aspects. Pre-requisites: CIS 205, CIS 300, CIS 365. Fall.

**CIS 422 WEB APPLICATION PROGRAMMING II****3 S.H.**

This course focuses on advanced web programming concepts including three-tier object-oriented Web application, cookies session management, Web services, master page, data validation, and use of SQL-stored procedures for data management. An industry-popular programming/scripting language (different from CIS 421) is used in this course. Pre-requisites: CIS 360, CIS 421. Spring.

**CIS 430 DATABASE APPLICATION PROGRAMMING****3 S.H.**

This course focuses in design and implementation of two-tier and three-tier client-server type database application that would support management of business data on a database. An object-oriented programming language is used in this course. Pre-requisites: CIS 300, CIS 380. Fall.

CIS-COMM

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**CIS 495 CIS CAPSTONE (IT CERTIFICATE LEVEL III)****2 S.H.**

The capstone project is an opportunity for senior students to demonstrate their ability to apply and combine the various skills they have acquired in the CIS major program. The students will be able to use the finished project as a tool to market themselves to potential employers. To this end, the projects are planned and managed to encourage a high level of quality and professionalism. Pre-requisite: senior standing. Spring.

**CIS 497S INTERNSHIP****.5 - 10 S.H.**

The student is given the opportunity to work in an application-programming environment through on-the-job training. The host site supplies a supervisor who works closely with the student for a one-semester experience, which represents a full academic load. The co-op experience is dependent upon the availability of internship sites and the academic advisor's consent. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. S/U grading. Fall, Spring, Summer.

**CIS X92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

**CIS X95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**CIS X99 SPECIAL TOPICS (CCN)****.5 - 4 S.H.**

Specialized topics in CIS that reflect new developments in the computer industry or that meet student needs. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**COMM 110 FUNDAMENTALS OF PUBLIC SPEAKING (CCN) (IT CERTIFICATE LEVEL I)****3 S.H.**

This course focuses on the theory and practice of discussing, informing, persuading, and entertaining in a public speaking context, with appropriate use of graphic presentation software and other current technologies and includes a section on electronic communication. This general education course prepares the student for active participation in oral and electronic communication not only in the classroom, but also as a member of the community. Pre-requisite: None. Fall, Spring.

**COMM 212 INTERPERSONAL COMMUNICATION (CCN)****3 S.H.**

This course focuses on the theory and practice of communication in interpersonal relationships. Students will study the dynamic elements of personal communication between people, including perception, self-expression, the verbal and nonverbal tools of communication, listening, personal disclosure, conflict management, and relationship development. Students will increase the range of choices they make in their personal interactions. Alternate years, Spring 2011.

**COMM 245S RADIO BROADCASTING****1 S.H.**

Radio Broadcasting introduces students to the skills necessary for the industry in relationship to on air broadcasting and technology required. The class requires participation in Comet Radio and is graded S/U. Fall and Spring.

**COMM 250S FORENSICS PRACTICUM****1 S.H.**

This course offers students participation and practice in the Mayville State University forensics program. Students are required to attend weekly coaching sessions and participate in at least two intercollegiate tournaments or on campus equivalents during the semester. The course may be repeated up to four credits with consent of the Director of Forensics. Open to all students. Pre-requisite: None. S/U grading. Fall, Spring.

**COMM 280 UNDERSTANDING FILM & TELEVISION****3 S.H.**

A basic analysis of film and television history, form, and function. Includes background lectures, film and television program viewing and discussion. Offered on demand.

**COMM 284S RADIO PRACTICUM****1 S.H.**

Radio practicum introduces students to the skills necessary to the industry: management, production, marketing, communications, and technology. This class is graded S/U and requires participation in Comet Radio. Fall, Spring.

**COMM 286S PROMOTIONS PRACTICUM****1 S.H.**

The course provides students with an understanding of how to strategically plan promotions. Students are able to engage in real life event activities such as planning, marketing, advertising, production, writing, and more. Students are taught time management along side promotions. This course directs students to have hands-on experience with writing newsletters, promotions, alumni relations, Web site writing and creation, and advertising. S/U Grading. Offered on demand.

**COMM 301 INTRODUCTION TO LITERARY CRITICISM****3 S.H.**

Cross-listed with ENGL 301. A chronological exploration of major texts in literary criticism, beginning with the classical era and emphasizing the reading of primary text. Pre-requisite: grade of "C" or better in ENGL 110 and ENGL 120. Offered on demand.

**COMM 311 ORAL INTERPRETATION OF LITERATURE****3 S.H.**

This course focuses on the understanding and appreciation of literature through reading and analysis of various texts and genres and oral performance of those texts before a public audience. Students will learn techniques for analysis and interpretation techniques for performance. Alternate years, Fall 2010.

**COMM 314 ARGUMENTATION AND DEBATE (CCN) (IT CERTIFICATE LEVEL III)****3 S.H.**

This course focuses on investigation of the structure, types, and tests of arguments with practical application in preparing and presenting debates. Students will study topical issues, examining the various positions of possible advocacy, develop arguments for and against, and learn to present those arguments in a public-speaking format. Pre-requisite: COMM 110 or consent of instructor. Alternate years, Fall 2011.

**COMM 321 PRINCIPLES AND TEACHING OF JOURNALISTIC WRITING****3 S.H.**

Principles of writing articles and stories for newspapers, radio, and television, including news gathering, writing basic story structures, and types, style and ethics. Pre-requisite: ENGL 110 and ENGL 120 or consent of the instructor. Offered on demand.

**COMM 322 INTRODUCTION TO JOURNALISTIC EDITING****3 S.H.**

Introduction to Journalistic Editing; Principles and techniques of proofreading, line editing, and copy editing in the context of contemporary journalistic practice in various media and employing various technological tools. Prerequisites: ENGL 110, ENGL 120 and COMM 321. Offered alternative years Spring 2012.

**COMM 402 INTERCULTURAL COMMUNICATION****3 S.H.**

This course will provide an overview of the study of intercultural or international communication. Topics addressed will include: history, literature, and culture of specific groups including racial, religious, and ethnic issues that affect communication patterns and outcomes. On demand.

**COMM 497S COMMUNICATION INTERNSHIP****3 S.H.**

Supervised experience in the mass media or related field consistent with student's career objectives. Final report, employer's evaluation and samples of work required. Formal application in advance of internship needs department approval. S/U grading only. Pre-requisite: Junior standing and instructor consent. On Demand.

**COMM 499 INTERNSHIP****3 S.H.**

Supervised experience in the mass media or related field consistent with students' career objectives. Final report, employer's evaluation and samples of work required. Formal application in advance of internship needs department approval. S/U grading only. Junior standing and instructor consent. Fall, Spring.

**COMM X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

COMM-EC

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**COMM X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**COMM X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

Individual research problems designed and carried out by the student under the supervision of a faculty member. The course is planned to permit the interested student to examine and study new developments in both forms and influences in modern communication. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and division chair approval required.

**EC 203 SIGN LANGUAGE****4 S.H.**

Cross-listed with EDUC 203. This course will explore the use of sign language with both verbal and nonverbal children. Sign language is an effective method of communicating with very young children who are in the process of developing spoken language as well as with children needing speech and language intervention. Students will learn a variety of signs to use with children in many different situations. Pre-requisite: None. Fall; Summer through Lake Region over IVN.

**EC 210 INTRODUCTION TO ECE (CCN)****3 S.H.**

Cross-listed with EDUC 210. This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children will also be explored. Some of the conditions addressed include cultural diversity, socio-economic conditions, and family structures. Course content also includes play, and the stages of cognitive, social/affective, and physical development of young children. Pre-requisite: None. Co-requisite: EC 211. Fall on campus; Spring and Summer online for distance students only.

**EC 211 OBSERVATIONS, ASSESSMENT, AND INTERPRETATION TECHNIQUES****2 S.H.**

Cross-listed with EDUC 211. This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use, and interpret assessment instruments to determine the ability levels of children (birth-8 yrs) representing “at risk” populations, those with developmental disabilities and special abilities. Pre-requisite: None. Co-requisite: EC 210. Fall on campus; Spring and Summer online for distance students only.

**EC 310 STRATEGIES IN EARLY ELEMENTARY****3 S.H.**

This course includes planning for instruction, learning styles, cooperative learning and classroom management. Development of a reflective teaching lesson is also included. Elementary Science is the focus of this course and involves an extended science teaching experience in the Mayville nature area as well as developing an earth science teaching unit that is taught to K, 1, 2, 3 grade students at the Teaching Learning Center. Lessons planning will be done using the Live Text format. Pre-requisite: Admission to Teacher Education. Co-requisites: EC 315, EC 326. Only available to Cohort students in Early Childhood Education. Alternate summers, 2009.

**EC 311 SOCIAL STUDIES STRATEGIES IN EARLY ELEMENTARY****3 S.H.**

This course includes a variety of Social Studies concepts including research-based teaching strategies including inquiry, simulations, multiple intelligences and critical thinking skills. The Thematic approach is used for designing a decade unit to develop a foundational understanding of social studies including history, culture, time, people, places, and environment continuity and change. There are two on-site clinical field-based experiences required for this course. Pre-requisite: EC 310 and Admission to Teacher Education. Co-requisites: EC 316 and SCNC 323. Only available to Cohort students in Early Childhood Education. Alternate summers, 2010.

**EC 313 LANGUAGE AND LITERACY IN ECE (CCN)****3 S.H.**

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-requisite: EC 333. Fall, Summer.



**EC 315 READING IN EARLY ELEMENTARY****3 S.H.**

An introductory course in the teaching of developmental reading. The course includes directed study and reflective research instruction theory and a clinical-teaching field experience at the Teaching Learning Center. Teaching strategies in a skills perspective, a whole language perspective and an interactive perspective are developed by the student and applied in actual settings. Students will use Live Text format for creating lesson plans and complete on-line research for assignment. Pre-requisite: Admission to Teacher Education. Co-requisites: EC 310, EC 326. Only available to Cohort students in Early Childhood Education. Alternate summers, 2011.

**EC 316 LANGUAGE ARTS IN EARLY ELEMENTARY****1 S.H.**

A continuation of EC 315 with a focus on oral communication, written expression, handwriting, spelling, literature, and basic reading skills in primary grades. Students will demonstrate library research and technology competencies in developing their Philosophy of Education paper. Pre-requisite: EC 315 and Admissions to Teacher Education. Co-requisites: EC 311, SCNC 323. Only available to Cohort students in Early Childhood Education. Alternate summers, 2010.

**EC 320 INFANTS AND TODDLERS (CCN)****3 S.H.**

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 have the opportunity to observe infants and toddlers in group settings. Students will learn to identify family, cultural and community influences on child development. Pre-requisite: None. Spring.

**EC 322 ADMINISTRATION AND LEADERSHIP IN ECE (CCN)****3 SH**

The purpose of this course will be to familiarize the students with the management aspects of childcare programs. Such topics as health, safety regulations, finance, working with parents and the community, and licensing requirements will be considered. Students will learn to involve families in assessing and planning for individual children, including children from a variety of ethnic backgrounds, children with disabilities, developmental delays or special needs. Pre-requisites: EC 210, EC 211. Alternate years, Fall 2010.

**EC 326 NORTH DAKOTA STUDIES IN EARLY ELEMENTARY****1 S.H.**

This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Pre-requisite: Admission to Teacher Education. Co-requisites: EC 310, EC 315. Only available to Cohort students in Early Childhood Education. Alternate summers, 2011.

**EC 333 PRE-K METHODS/MATERIALS (CCN)****3 S.H.**

This course emphasizes developmentally appropriate curricula based on the needs and interests of individual pre-kindergarten children. This includes an awareness of each child's culture and family background when planning activities. Because play is critical to a child's development, students will plan and implement both child-directed activities and teacher-directed lessons. Students will also design and assess teacher made materials. They will demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies. Pre-requisites: EC 210, EC 211. Co-requisite: EC 376. Spring, Summer.

**EC 335 ART AND MUSIC IN ECE****3 S.H.**

The purpose of this course is to address play, music and movement, creative art, and drama in the early childhood and primary education classrooms. Students will develop and implement an integrated curriculum that focuses on individual children's needs and interests, considering especially each child's individual culture and family. They will create, evaluate, and select developmentally appropriate materials, equipment, environments, and strategies for children in grades Pre-K-3<sup>rd</sup> Grade. Pre-requisites: EC 210, EC 211. Spring, Summer.

**EC 336 SOCIAL AND EMOTIONAL DEVELOPMENT AND GUIDANCE IN ECE (CCN)****3 S.H.**

Cross-listed with EDUC 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of preschool and kindergarten children, and are encouraged to take this course when they will also be taking a field experience. Pre-requisites: EC 210, EC 211. Spring; Summer online.

**EC 337 SPECIAL NEEDS IN ECE****3 S.H.**

Cross-listed with EDUC 337. Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to dealing with them in the mainstream group care setting. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical. Pre-requisites: EC 210, EC 211. Fall, Summer.

**EC 338 HOME, SCHOOL, COMMUNITY RELATIONS (CCN)****3 S.H.**

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-requisite: EC 210 or EDUC 250. Fall.

**EC 340 ASSESSMENT AND DOCUMENTATION IN INFANT AND TODDLER PROGRAMS****3 S.H.**

The purpose of this course is to emphasize the importance of assessment and documentation in Infant/Toddler Programs. Students will explore a variety of assessment techniques which are unique to the infant/toddler setting. A number of tools used to document children's development as well as ways to communicate with parents of infants and toddlers will be central to this course. It is especially important to consider each child's family and culture when planning appropriate assessment. Students will participate in field work which will allow them to develop their assessment and documentation skills. Pre-requisite: EC 320. Alternate years, Spring 2011.

**EC 341 LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS****3 S.H.**

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-requisite: EC 320. Alternate years, Fall 2010.

**EC 342 ROUTINES AND GUIDANCE IN INFANT AND TODDLER PROGRAMS****3 S.H.**

This course will explore the influence of the physical setting, schedule, routines, and transitions on infant and toddler development. Students will learn how to use these experiences to promote children's development and learning. The course will also address the unique guidance techniques needed when caring for very young children. Pre-requisite: EC 320. Alternate years, Fall 2011.

**EC 343 CLASSROOM MODIFICATIONS****3 S.H.**

Cross-listed with EDUC 343. This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies to meet the needs of children representing "at risk" populations, those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities. Alternate years, Spring 2011.

**EC 344 AUGMENTED AND ALTERNATIVE COMMUNICATION****3 S.H.**

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. Alternate years, Spring 2012.

**EC 345 GRANT WRITING****1 S.H.**

Cross-listed with EDUC 345. This course will help students find appropriate sources for grants and offer suggestions for submitting an effective proposal. Content will include a review of the application process, expert writing tips, specific techniques for an efficient plan and practical advice on budget development. Pre-requisites: ENGL 110, ENGL 120. Alternate years, Summer 2011.

**EC 375 SUPERVISED TUTORIAL EXPERIENCE****3 S.H.**

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. Fall, Spring; Summer with instructor approval.

**EC 376 FIELD EXPERIENCE INECE****1 S.H.**

This course is designed to give students a field experience in an early childhood classroom where they will implement curriculum and instructional practices that are covered in EC 333: Pre-K Methods and Materials. Students will actively engage in the early childhood setting, including play time, while under the supervision of professional early childhood staff. Pre-requisites: EC 210, EC 211. Co-requisite: EC 333. Spring, Summer.

**EC 398 CHILD DEVELOPMENT INTERNSHIP (IT CERTIFICATE LEVEL III)****6 S.H.**

The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. Students will teach both formal and informal (play) activities under supervision in a variety of settings with children ages 0-5. 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-requisites: EC 313, EC 333 and consent of instructor. Fall, Spring; Summer with instructor approval.

**EC 412 DIVERSITY AND PROFESSIONALISM INECE****3 S.H.**

This course emphasizes the importance of ethical, professional, and collaborative behavior for teachers in their interactions with children, families, colleagues, and other professionals. Working with and appreciating the diverse backgrounds of each of these groups will also be explored. Students will reflect on their practices and learn to self-assess as a basis for program planning and continued professional development. Awareness of and commitment to the professional code of ethics will also be covered in this course. Pre-requisite: EC 333. Spring

**EC 418 TECHNOLOGY INECE (IT CERTIFICATE LEVEL III)****2 S.H.**

The purpose of this course is to give students the opportunity to develop creative ways to involve children with technology. Practical advice for infusing technology into the classroom and how to make the most of available technologies to spark children's learning and imagination will be explored. Pre-requisite: EC 333. Fall.

**EC 495 SERVICE LEARNING INECE****2 S.H.**

The purpose of this course is to give the student an early childhood educational experience in which they will participate in an out-of-class community service project to gain further understanding of the program content while developing a greater sense of civic responsibility. Consideration for placement will include: specialty area, availability of sites and supervisors and student interest and experience. Fall, Spring; Summer with instructor approval.

**ECON 105 ELEMENTS OF ECONOMICS (CCN)****3 S.H.**

An exploration of selected contemporary economic issues through an introductory survey of basic economic principles and concepts, including supply and demand, GDP, analysis of market structures, inflation, poverty, wealth, and the historical background of economic theories and ideas. Pre-requisite: None. Spring.

**ECON 201 PRINCIPLES OF MICROECONOMICS (CCN)****3 S.H.**

The course includes the nature, method, and scope of economic analysis; economic scarcity, resources, specialization of labor; supply-demand analysis; production and cost analysis; product and resource market structure; distribution of income; international trade. Pre-requisite: None. Fall.

## ECON- EDUC

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### **ECON 202 PRINCIPLES OF MACROECONOMICS (CCN)**

**3 S.H.**

The course is a study of aggregate income and employment analysis; business cycles, unemployment, inflation and economic growth; fiscal policy; money and monetary policy, the U.S. economy and the world economy. Pre-requisite: None. Spring.

### **ECON 332 THE GLOBALECONOMY,DEVELOPMENT,AND THE THIRD WORLD**

**3 S.H.**

Cross-listed with GEOG 332. A study of local, national, and global economic life describing and explaining the geographic factors involved in the production, distribution, and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the underdeveloped or Third World countries and theories that have been developed to explain spatial structure. Pre-requisite: sophomore standing or consent of instructor. Alternate years, Fall 2011.

### **ECON 423 GLOBAL ECONOMIC HISTORY**

**3 S.H.**

Cross-listed with HIST 423. This course explores the emergence of a global economy and the causes of global disparities in wealth. Intensive readings and discussion examine the economic rise of the West from circa 1500, the development of the petroleum industry in the twentieth century and aspects of the contemporary economic era. Pre-requisites: HIST 102 or HIST 104 or consent of instructor. Spring 2012.

### **ECON X92 EXPERIMENTAL COURSES (CCN)**

**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

### **ECON X95 SERVICE LEARNING (CCN)**

**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **ECON X99 SPECIAL TOPICS (CCN)**

**.5 – 4 S.H.**

A special projects course in economics designed to meet the interests and needs of a mature student who has mastered the basic theories of the discipline. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

### **EDUC 100S CAREER PLANNING**

**1 S.H.**

This course is designed to help freshmen and sophomores adjust to the college environment through structured exposure to self and occupational knowledge. Students will be helped to understand the value of their own experiences, clarify their interests, and develop decision-making skills. S/U grading. Pre-requisite: None. Fall, Spring.

### **EDUC 101S ACADEMIC SKILLS DEVELOPMENT**

**1 S.H.**

This course will assist students, especially new freshmen, in developing the time management and academic skills necessary for college success. It is designed to acquaint the student with a variety of academic success skills, including reading improvement, note-taking, test-taking, writing and personal motivation. S/U grading. Pre-requisite: None. Fall.

### **EDUC 203 SIGN LANGUAGE**

**4 S.H.**

Cross-listed with EC 203. This course will explore the use of sign language with both verbal and non-verbal children. Sign language is an effective method of communicating with very young children who are in the process of developing spoken language as well as with children needing speech and language intervention. Students will learn a variety of signs to use with children in many different situations. Pre-requisite: None. Fall and Summer through IVN.

### **EDUC 210 INTRODUCTION TO ECE (CCN)**

**3 S.H.**

Cross-listed with EC 210. This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children, will also be explored. Some of the conditions addressed include cultural diversity, socio-economic conditions, and family structures. Course content also includes play and the stages of cognitive, social/affective, and physical development of young children. Pre-requisite: None. Co-requisite: EDUC 211. Fall on campus; Spring and Summer online for distance students only.

**EDUC 211 OBSERVATIONS, ASSESSMENT, AND INTERPRETATION TECHNIQUES****2 S.H.**

Cross-listed with EC 211. This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use, and interpret assessment instruments to determine the ability levels of children (birth-8 yrs) representing “at risk” populations, those with developmental disabilities and special abilities. Pre-requisite: None. Co-requisite: EDUC 210. Fall on campus; Spring and Summer online for distance students only.

**EDUC 250 INTRODUCTION TO EDUCATION (CCN)****2 S.H.**

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-requisites: ENGL 110 and ENGL 120. Co-requisite: EDUC 298. Fall, Spring.

**EDUC 272 EDUCATIONAL TECHNOLOGY****1 S.H.**

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. Fall, Spring.

**EDUC 276 PRAXIS PREPARATION****1 S.H.**

The purpose of this course is to provide information, skills and knowledge to assist students in passing the PPST. It will also assist those students who have the knowledge but struggle to take large standardized tests. S/U grading. Fall, Spring, Summer on demand.

**EDUC 298 PRE-PROFESSIONAL FIELD EXPERIENCE AND SKILLS DEVELOPMENT (CCN)****1 S.H.**

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 the PPST in this course. Co-requisite: EDUC 250. Fall, Spring.

**EDUC 301 STRATEGIES IN THE ELEMENTARY SCHOOL****3 S.H.**

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. Elementary earth science is the focus of this course and involves an extended science teaching experience in the Mayville nature area (during fall semester only) as well as developing an earth science teaching unit that is taught to fourth grade students at the Teaching Learning Center. Lesson planning will be done using the Live Text format. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 318, EDUC 323, EDUC 324, MATH 307, SCNC 321. Fall, Spring.

**EDUC 302 SOCIAL STUDIES STRATEGIES IN THE ELEMENTARY SCHOOL****3 S.H.**

This course is required of all elementary majors following EDUC 301. This course includes a variety of Social Studies concepts including research-based teaching strategies including inquiry, simulations, multiple intelligences and critical thinking skills. The thematic approach is used for designing a decade unit to develop a foundational understanding of social studies including history, culture, time, people, places, and environment, continuity and change. There are two on-site clinical field based experiences required for this course. Pre-requisites: EDUC 301 and Admission to Teacher Education. Co-requisites: EDUC 319, EDUC 325, HPER 319. Fall, Spring.



## EDUC

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### **EDUC 304 CAREER DEVELOPMENT FACILITATION**

**3 S.H.**

Cross-listed with PSYC 304. This course is designed as a pre-service and in-service program for individuals who wish to attain the knowledge, competencies and skills needed to become a career development facilitator (CDF). Career Development Facilitators assist students in K-12 as well as those in post-secondary and adult education to explore career options, to identify personal career interests and goals, to access job market information, and to provide assistance in making appropriate career decisions. Specific competencies that students enrolled in this course will achieve include knowledge of labor market information and resources; experiences in assessment of individual career interests, abilities and values; knowledge of career development models; identification of skills needed for employment; appropriate use of technology resources; development of consultation skills; techniques for the management and promotion of the CDF program; and processes for the training of clients and peers. The course is intended to be taken in addition to PSYC 302-Interpersonal and Helping Skills Development. Credit for field experience through service learning or internship credit will also be expected to complete the CDF certification. Offered on demand.

### **EDUC 317 CHILDREN'S LITERATURE**

**3 S.H.**

Cross-listed with ENGL 317 and LMIS 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-requisite: Sophomore standing. Fall, Spring.

### **EDUC 318 READING IN THE ELEMENTARY SCHOOL**

**3 S.H.**

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 clinical-teaching field experience at the Teaching Learning Center. Teaching strategies in a skills perspective, a whole language perspective and an interactive perspective are developed by the student on campus and applied in actual settings. Students will use Live Text format for creating lesson plans and complete online research for assignments. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 301, EDUC 323, EDUC 324, MATH 307, SCNC 321. Fall, Spring.

### **EDUC 319 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL**

**3 S.H.**

A continuation of EDUC 318 with a focus on oral communication, written expression, handwriting, spelling, literature, and basic reading skills in primary and intermediate grades. Students will demonstrate library research and technology competencies in developing their philosophy of education paper. Pre-requisites: EDUC 318 and Admission to Teacher Education. Co-requisites: EDUC 302, EDUC 325, HPER 319. Fall, Spring.

### **EDUC 320 INFANTS AND TODDLERS (CCN)**

**3 S.H.**

Cross-listed with EC 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 the stages of cognitive, social, affective and physical development of very young children and will have the opportunity to observe infants and toddlers in group settings. Students will learn to identify family, cultural and community influences on child development. Pre-requisite: None. Spring.

### **EDUC 324 NORTH DAKOTA STUDIES**

**1 S.H.**

This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 301, EDUC 318, EDUC 323, MATH 307, SCNC 321. Fall, Spring.

### **EDUC 325 ELEMENTARY CLASSROOM ART**

**2 S.H.**

The primary purpose of this course is to learn how to effectively implement methods and materials for teaching classroom art lessons in grades Pre-K – K-6. In addition, students will explore arts and crafts representative of other cultures. Students will use Live Text format for creating lesson plans and complete online research for art assignments. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 302, EDUC 319, HPER 319. Fall, Spring.

**EDUC 336 SOCIAL AND EMOTIONAL DEVELOPMENT AND GUIDANCE IN ECE (CCN)****3 S.H.**

Cross-listed with EC 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of preschool and kindergarten children, and are encouraged to take this course when they will also be taking a field experience. Pre-requisites: EC 210, EC 211. Spring; Summer online.

**EDUC 337 SPECIAL NEEDS IN ECE****3 S.H.**

Cross-listed with EC 337. Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to dealing with them in the mainstream group care setting. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical. Pre-requisites: EC 210, EC 211. Fall, Summer.

**EDUC 338 HOME, SCHOOL, COMMUNITY RELATIONS (CCN)****3 S.H.**

Cross-listed with EC 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 need to learn to affirm and respect the diversity of individual families. Pre-requisite: EC 210 or EDUC 250. Fall on campus; Spring online.

**EDUC 343 CLASSROOM MODIFICATIONS****3 S.H.**

Cross-listed with EC 343. This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies to meet the needs of children representing "at risk" populations, those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities. Alternate years, Spring, 2011.

**EDUC 344 AUGMENTED AND ALTERNATIVE COMMUNICATION****3 S.H.**

Cross-listed with EC 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. Alternate years, Spring 2012.

**EDUC 345 GRANT WRITING****1 S.H.**

Cross-listed with EC 345. This course will help students find appropriate sources for grants and offer suggestions for submitting an effective proposal. Content will include a review of the application process, expert writing tips, specific techniques for an efficient plan and practical advice on budget development. Pre-requisites: ENGL 110, ENGL 120. Alternate years, Summer 2011.

**EDUC 350 REMEDIAL READING****3 S.H.**

The course includes an overview of diagnostic and remedial methods which are appropriate for corrective reading instruction in the regular classroom and for individualized instruction in a reading clinic or chapter program. Students will present three micro-teaching lessons incorporating technology. Students will also be evaluating education Web sites for classroom use. The course is required for the North Dakota Reading Credential. Pre-requisite: EDUC 318. Fall, Spring, Summer.

**EDUC 351 REMEDIAL READING PRACTICUM****2 S.H.**

This course offers actual clinical case work applying the diagnostic and remedial reading methods covered in EDUC 350. Participants in the course tutor an elementary student in the Mayville-Portland CG Chapter I program. The course is required for the North Dakota Reading Credential. Pre-requisite: EDUC 350. Spring, Summer.

## EDUC

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### **EDUC 380 RACIAL AND MULTICULTURAL MINORITIES**

**3 S.H.**

This course provides opportunities for students to analyze the sociocultural dimension that impacts the educational process for Native American, African American, Asian American, Hispanic, female and economically disadvantaged students. Students will also examine stereotypes, prejudice, discrimination and differing value systems in an attempt to better understand the social and cultural behaviors and ethnic characteristics of these groups. A major goal of the course will be to provide education with processes for incorporating multicultural education into their own educational environments. In accordance with state certification requirements, there will be a special emphasis on Native Americans within the context of the multicultural framework. Pre-requisite: Admission to Teacher Education. Fall, Spring, Summer.

### **EDUC 387 ADAPTATIONS FOR THE LEARNING DISABLED**

**3 S.H.**

The course will include identification and characteristics of learning disabilities and related disabilities. A heavy emphasis will be placed on creating and modifying learning environments and adapting instructional strategies to meet the needs of students in inclusion classrooms in elementary and secondary settings. Students will be required to focus upon computer assisted instruction and technological equipment appropriate to the varied learning needs of those with learning disabilities. Fall.

### **EDUC 388 AUTISM SPECTRUM DISORDERS**

**3 S.H.**

The course will examine the historical perspective of the autism spectrum, etiology, and characteristics associated with the wide range of disorders. Instructional strategies to be studied include academic skill acquisition, early communication, language acquisition and development, socialization, applied behavior analysis, and challenging behaviors. Instructional opportunities in non-education settings will be explored. Students will conduct research topics and review lesson plans on the Internet. Spring.

### **EDUC 389 FOUNDATIONS OF SPECIAL EDUCATION**

**3 S.H.**

Cross-listed with PSYC 389. This course is designed to study the historical and philosophical background of special education, characteristics associated with physical disabilities, and other health impairments and/or sensory impairments. Other issues that will be covered include record documentation; storage of medications; positioning; turning; transferring techniques; legal issues; identification of resources; and advocacy. Students will use Internet sources to identify materials, supplies and equipment (e.g., prosthetics; wedges; switches; wheelchairs; lifts) that are available for various impairments. Pre-requisite: None. Fall.

### **EDUC 390 SPECIAL NEEDS IN AN INCLUSIVE ENVIRONMENT**

**3 S.H.**

This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, mental retardation, physical handicaps, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Pre-requisite: Admission to Teacher Education. Fall, Spring, Summer.

### **EDUC 398 SECONDARY EDUCATION FIELD EXPERIENCE**

**1 S.H.**

This course is designed for students who are earning one or more secondary education majors. The course will include a 30-hour field experience in a regional high school on Tuesday/Thursday mornings for four weeks for each required secondary methods course. Students will teach the content specific unit that was created in the appropriate secondary methods course. The student performs any other duties delegated. Five structured observation forms will be submitted. An on-campus seminar will be conducted after hours. Topics include professionalism, extracurricular activities, performance of extra duties, stress management. Co-requisites: EDUC 481, 482, 483, 484 or 484-Secondary Methods. Fall.

### **EDUC 400 STUDENT TEACHING (IT CERTIFICATE LEVEL III)**

**5 or 10 S.H.**

This course is generally the last course the students would take in their education programs. The students would work in any of the following areas which would appear on their transcripts: Kindergarten; elementary; secondary or middle school; or any combination thereof. Students who are registered for this course are asked to complete a survey which addresses the diversity of the classroom (and school) to which the students are assigned. For more information, see the section on student teaching found in the program information pages. Pre-requisite: Admission to student teaching. Co-requisite: EDUC 401. Fall, Spring.

**EDUC 401 ELECTRONIC PORTFOLIO, ASSESSMENT AND SEMINAR  
(IT CERTIFICATE LEVEL III)****2 S.H.**

All education majors at Mayville State University are required to complete an electronic portfolio as a requirement for graduation. The process begins in the Education Technology course, EDUC 272, and is monitored in most of the other education courses for which students are registered. The electronic portfolio process has been designed to help students document their mastery of state and national standards while simultaneously facilitating the development of reflective practitioners. Students will also document within the portfolio their experience with diversity in the classroom. Attendance at scheduled seminars and adherence to submission of materials when requested will be documented. Pre-requisite: Admission to Teacher Education. Co-requisite: EDUC 400. Fall, Spring.

**EDUC 422 LEARNING THEORY AND EVALUATION****3 S.H.**

Cross-listed with PSYC 422. This course is designed to study how students learn; explore methods of classroom management/discipline strategies; study areas of educational diagnosis and assessment; study the interpretation of standardized tests; review good test-writing strategies with practical application; and study grading methods and rubrics, including electronic grading systems. This course will also address the issues of testing and test interpretation with diverse student populations. Pre-requisites: PSYC 111 and junior standing. Fall, Spring, Summer on demand.

**EDUC 426 READING IN THE CONTENT AREA****3 S.H.**

Cross-listed with ENGL 426. The focus of the course is on development of instructional strategies in the content areas of mathematics, science, and social studies. It includes the basic principles of developmental reading theory and practice. This course is required for all education majors (ECE; Elementary and Secondary). The course is required for the North Dakota Reading Credential. Pre-requisite: junior standing. Fall, Summer.

**EDUC 430 FOUNDATIONS OF THE MIDDLE SCHOOL****2 S.H.**

This course will explore the fundamental principles upon which the middle school is founded. Some of the topics to be covered include: the history of the Junior High Movement; the history of the Middle School Movement; creation of appropriate learning environments; and consideration of various program designs to accommodate the developmental dynamics of learners aged ten to fourteen. Pre-requisite: None. Summer on demand.

**EDUC 435 MIDDLE SCHOOL METHODS AND MATERIALS****3 S.H.**

This course is designed to provide opportunities for middle level educators to develop a wide repertoire of general teaching methods which will meet the needs of ten to fourteen year olds to grow intellectually while being encouraged to enhance their curiosity. The middle level educator will learn when and how to use a variety of appropriate research-based teaching methods and selected thematic teaching units in order to make the curriculum an ongoing set of activities which promote continued, sequential learning and organized knowledge. Pre-requisite: None. Summer on demand.

**EDUC 436 KINDERGARTEN METHODS****2 S.H.**

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-requisites: EC 210, EC 211. Fall, Summer.

**EDUC 480 GENERAL METHODS FOR SECONDARY EDUCATORS****2 S.H.**

This course focuses upon curricular planning and mapping; national and state standards; unit and lesson planning, and rubric utilization. Students will write their preliminary philosophy of education paper. Alternative instructional strategies (i.e., the brain and learning, multiple intelligences, critical thinking and Socratic questioning, inquiry, problem-based learning, reflective teaching lessons, cooperative learning, direct instruction, role-playing and simulations). Web-based lesson plans using the instructional strategies (as listed) will be reviewed. Pre-requisite: Admission to Teacher Education. Spring.

## EDUC

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<b>EDUC 481 SECONDARY METHODS FOR ENGLISH</b>	<b>2 S.H.</b>
<b>EDUC 482 SECONDARY METHODS FOR HEALTH AND PHYSICAL EDUCATION</b>	<b>2 S.H.</b>
<b>EDUC 483 SECONDARY METHODS FOR MATHEMATICS</b>	<b>2 S.H.</b>
<b>EDUC 484 SECONDARY METHODS FOR SCIENCE</b>	<b>2 S.H.</b>
<b>EDUC 485 SECONDARY METHODS FOR SOCIAL SCIENCE</b>	<b>2 S.H.</b>

These courses are designed to assure that pre-service students majoring in content specific secondary education programs will be exposed to the same curricular topics, which include creation of a unit of instruction with lesson plans, the opportunity to teach the unit to high school students, ability to use a rubric for assessment purposes, classroom organization and management; use of alternative instructional strategies adapted to subject matter content; writing a philosophy of education paper that outlines philosophical development and expression and an administrative unit (liability, safety, budget, evaluation and accountability, professionalism, professional organizations and legal issues). Other topics will be covered as appropriate to specific subject methods. Pre-requisite: Admission to Teacher Education. Co-requisite: EDUC 398. Fall.

### **EDUC 497 INTERNSHIP** **.5-12 S.H.**

An off-campus, faculty-approved work experience related to the student's major course of study. The transcript notation will designate the completion of a specific internship. Pre-requisites: 2.75 cumulative institutional/transfer grade point average, and approval of the division. Letter grade. Fall, Spring, Summer.

### **EDUC X92 EXPERIMENTAL COURSES (CCN)** **.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

### **EDUC X95 SERVICE LEARNING (CCN)** **1 – 2 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **EDUC X99 SPECIAL TOPICS (CCN)** **.5 – 4 S.H.**

Open to experienced teachers who wish to work on some specific problems they have met in their teaching. Open to students admitted to Teacher Education. Also available to award credit for special workshops. Credit hours arranged. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division Chair approval required.

### **EDUC 522 CURRICULUM, INSTRUCTION, AND LEARNING THEORY** **3 S.H.**

A study of processes for planning, implementing and evaluating curriculum and improving instruction.

### **EDUC 578 BEHAVIOR MANAGEMENT** **3 S.H.**

The study of a variety of behavior management and assessment techniques appropriate to the needs of children and youth. Topics include procedures to increase self awareness, management, control, reliance & esteem, assessment procedures and techniques for determining behavioral needs.

### **EDUC 599 SPECIAL TOPICS: ELEMENTARY CURRICULUM** **1-4 S.H.**

Designed to explore elementary school curriculum and instruction trends as well as current issues in education.

### **EDUC 599 SPECIAL TOPICS: SECONDARY CURRICULUM** **1-4 S.H.**

Designed to explore secondary school curriculum and instruction trends as well as current issues in education.

### **EDUC 599 SPECIAL TOPICS: STEM TEACHING STRATEGIES** **1-4 S.H.**

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.



**ENGL 100 BASIC ENGLISH SKILLS****3 S.H.**

A basic course in language skills designed for students who lack the necessary reading and writing skills required for ENGL 110 and/or those skills suggested by the North Dakota State Board of Higher Education as essential to effective work in college-level reading and writing. These credits do not satisfy the Mayville State University English requirement. Pre-requisite: None. Fall, Spring.

**ENGL 110 COLLEGE COMPOSITION I (CCN)****3 S.H.**

An introduction to traditional English grammar as the foundation of modern prose style, leading to the understanding of the concepts of classical Aristotelian deduction and generative rhetoric. This approach teaches the logical structure of the sentence as well as its editorial elements, such as usage, punctuation, and spelling. The structure of the sentence is used as a model for constructing paragraphs and later multiparagraph essays in the various modes of organizational patterns of written expression. This course offers guided practice in college-level writing and critical thinking, and appropriate IT skills. Pre-requisite: ENGL 100 or equivalent. Fall, Spring.

**ENGL 120 COLLEGE COMPOSITION II (CCN) (IT CERTIFICATE LEVEL I)****3 S.H.**

A combination of print and electronic library research skills, taught in the University Library with the cooperation of Library personnel and leading to the concurrent writing of papers based on that research; also an introduction to the social and cultural purposes of language and social and regional language variation through the study of fiction, including an introduction to literary analysis of the short story and the novel. This course expands on ENGL 110, offering advanced practice in college-level writing from sources and in applying rhetorical strategies. Pre-requisite: Successful completion of ENGL 110. Fall, Spring.

**ENGL 220 INTRODUCTION TO LITERATURE (CCN)****3 S.H.**

A basic study of literature emphasizing the use of common literary terminology for reading and discussing representative examples of the most universal forms of literature: poetry, drama and fiction. Pre-requisite: Successful completion of ENGL 110. Alternate year, Fall 2011.

**ENGL 250 LITERATURE IN A MULTICULTURAL WORLD****3 S.H.**

A chronological survey tracing the roots and developments of Western culture as reflected in the great masterpieces of literature in their historical and philosophical/religious contexts. Since the Western world is multicultural, the course also includes readings from such cultures as Mexican, African, and Asian literary works which provide diverse cultural perspectives. Pre-requisites: Sophomore standing and ENGL 120, or consent of the instructor. Fall, Spring.

**ENGL 260 AMERICAN LITERATURE MASTERPIECES (CCN)****3 S.H.**

A chronological survey of American literature from its colonial beginnings to the present, with representative selections drawn from mainstream as well as minority and woman writers. Pre-requisite: ENGL 120. Alternate years, Spring 2012.

**ENGL 315 THEORY AND PRACTICE OF GRAMMAR****3 S.H.**

A thorough review of traditional English grammar, stressing development of skills necessary for effective teaching of high school-level English grammar. This course includes a basic introduction to the history and structure of the English language and a first exposure to its phonological, morphological, syntactic, and semantic principles; and contact with the principles of modern grammatical theories. This course is a pre-requisite for ENGL 325. Pre-requisite: ENGL 120. Alternate years, Fall 2010.

**ENGL 317 CHILDREN'S LITERATURE****3 S.H.**

Cross-listed with EDUC 317 and LMIS 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-requisite: Sophomore standing. Fall, Spring.

**ENGL 325 THEORY AND PRACTICE OF RHETORIC (IT CERTIFICATE LEVEL III)****3 S.H.**

A composition course designed to enhance writing skills learned in the freshman composition sequence. Classical and contemporary rhetorical theories are discussed and put into practice. Written and oral strategies of discourse are compared and contrasted, with reference to structural and semantic attributes of language. Various types of exposition are developed in response to purposes of language most beneficial to prospective teachers of English. Pre-requisites: ENGL 120, ENGL 315. Alternate years, Spring 2011.

ENGL

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**ENGL340 LITERATURE OF THE NON-WESTERN WORLD  
(IT CERTIFICATE LEVEL III)****3 S.H.**

This course surveys literature written from non-Western perspectives. It explores the contemporary relevance and ideas seen in extant pre- and post-colonial works written by non-Western writers. Selected works for study may include African, Chinese, Japanese, Indian, or Middle-Eastern authors. Literary forms may include folktales, novels, and poetry. Pre-requisite: ENGL 110. Alternate years, Spring 2011.

**ENGL341 MASTERPIECES OF BRITISH LITERATURE****3 S.H.**

A selection of classic works of poetry and prose drawn from approximately a millennium of British literature. The course may be presented in seminar or tutorial format. Alternate years, Spring 2011.

**ENGL350 YOUNG ADULT LITERATURE AND MEDIA****3 S.H.**

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. Fall.

**ENGL360 SHAKESPEARE****3 S.H.**

An introduction to the dramatic works of Shakespeare. Examples of history plays, comedies, and tragedies are studied, each with consideration of applications, materials, and approaches useful to secondary teaching. Pre-requisite: ENGL 120. Alternate years, Fall 2010.

**ENGL425 WORLD LITERATURE SEMINAR****3 S.H.**

A course in canonical non-English Western literature in translation. Authors studied recently have included Tolstoy, Dostoevsky, Gogol, Chekhov, and Turgenev, but offerings devoted to Dante, Cervantes, Manzoni, etc. are possible. The course may be presented in seminar or tutorial format. Pre-requisite: ENGL 120. Alternate years, Spring 2012.

**ENGL426 READING IN THE CONTENT AREA****3 S.H.**

Cross-listed with EDUC 426. The focus of the course is on development of instructional strategies in the content areas of mathematics, science, and social studies. It includes the basic principles of developmental reading theory and practice. The course is required for the North Dakota Reading Credential. Pre-requisite: Junior standing. Fall, Summer.

**ENGL460 BRITISH NOVEL****3 S.H.**

Complete novels by major British authors are read, with at least one book each semester being suitable for use on the secondary education level. At various times the course has included works by Defoe, Jane Austen, Charlotte Bronte, Dickens, Elizabeth Gaskell, Waugh, Orwell, and others. The course may be presented in seminar or tutorial format. Alternate years, Fall 2011.

**ENGL476S COMPREHENSIVE EXAM****1 S.H.**

The ETS English language, literature, and composition content knowledge test. S/U grading. Offered on demand.

**ENGL497S INTERNSHIP****.5 - 10 S.H.**

An off campus, faculty approved work experience related to the student's major or minor program in English. Available only with the approval of the division chairperson. The faculty person responsible for the course determines credit hours. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. Pre-requisites: Junior or Senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor, and consent of the faculty director. S/U grading. Fall, Spring, Summer.

**ENGLX92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

**ENGL X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**ENGL X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

Individual research or readings on approved topics result in one long paper or several shorter papers. Topics may be chosen from areas of language study, rhetoric, literature, or the teaching of English. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**GEOG 103 MULTICULTURAL WORLD, GLOBAL ISSUES****3 S.H.**

Study of the nature of political communities in the United States and the world. A special focus of the course is the examination of diversity, global, and multicultural issues related to the problems of specific world communities. At Mayville State University this course includes topics such as the following: the cohesiveness of the American Community in the face of its multicultural and diverse nature; the choice of parliamentary government in Canada; discrimination focused on Northern Ireland; world poverty in the Third World; Central American issues; and religion's place in society as focused on Islam in the Middle East. Pre-requisite: None. Fall, Spring; Spring online.

**GEOG 115 INTRODUCTORY GEOLOGY****3 S.H.**

Cross-listed with GEOL 115. Three hours lecture per week. An introductory course which includes principles of physical and historical geology. Topics include rock and mineral classification, plate tectonics, processes that shape the Earth's surface, the origin of the Earth, history of the land masses, and evolution of plant and animal life. Field experiences will be required. Co-requisite: GEOG 115L. Alternate years, Fall 2010.

**GEOG 115L INTRODUCTORY GEOLOGY LAB****1 S.H.**

Two hours lab per week. Procedures will include study of rock and mineral types, identification of specimens and the processes which shape the surface of our Earth. Field experiences will be required. Co-requisite: GEOG 115. Alternate years, Fall 2010.

**GEOG 262 GEOGRAPHY OF NORTH AMERICA (CCN)****3 S.H.**

A study of the geographic regions of the United States and Canada. Pre-requisite: Completion of the Freshman English sequence. On demand.

**GEOG 300 WORLD REGIONAL GEOGRAPHY AND ANTHROPOLOGY****3 S.H.**

This course is a place to study the essential nature of the world's major regions, with a special focus on multicultural and global issues. This course is fully structured around the Geography for Life and North Dakota State Standards for the Social Studies sets of teaching standards. All elements of this course reflect these teaching standards including maps, children's map readiness, images of places and their impact on human behavior, physical landscape, and regional differences in the human use of the earth. Study of the basic human needs of people around the world and their cultural adaptations in meeting them is an anthropology theme through the course. Pre-requisites: Completion of ENGL 110 and ENGL 120. Fall, Spring; Fall online.

**GEOG 320 GEOGRAPHIC EDUCATION 9-12 (IT CERTIFICATE LEVEL III)****3 S.H.**

A survey of the nature of teaching Geography in grades 9-12; and the Web resources available to teachers in that pursuit. Online course for on campus students. Alternate years, Spring 2012. Online course for off-campus students on demand.

**GEOG 322 ENVIRONMENTAL SCIENCE****3 S.H.**

Cross-listed with SCNC 322. The course will use a balanced approach to develop a broad perspective on current environmental issues. The relationship of legal, economic, and social issues to the underlying scientific problems will be considered. Immediate environmental problems and the relationship of humans to their environment will be discussed. Possible solutions to human-generated problems will be considered from both the human-centered and the life or Earth-centered points of view. The course will consist of three lecture-discussion periods weekly, and will include materials from current sources. Pre-requisite: One year of lab science or consent of the instructor. Alternate years, Spring 2012.

GEOG-GEOL

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**GEOG 332 THE GLOBAL ECONOMY, DEVELOPMENT, AND THE THIRD WORLD  
(IT CERTIFICATE LEVEL III)****3 S.H.**

Cross-listed with ECON 332. A study of local, national, and global economic life describing and explaining the geographic factors involved in the production, distribution, and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the underdeveloped or Third World countries and theories that have been developed to explain spatial structure. Pre-requisite: Sophomore standing, or consent of instructor. Alternate years, Fall 2011.

**GEOG 433 GEOGRAPHY OF EUROPE (IT CERTIFICATE LEVEL III)****3 S.H.**

A video tour of Europe including the western portions of Russia. The goal is to provide a video replacement for a trip to Europe. The course may be conducted over the Interactive Video Network (IVN). Pre-requisite: Sophomore standing. Alternate years, Spring 2011.

**GEOG 445 GEOGRAPHY FIELD TRIP****1-3 S.H.**

Credit for geography field trips and travel experiences may be arranged. Students will bear the cost of each field trip. Pre-requisite: Consent of instructor. On demand.

**GEOG 474 GEOGRAPHIC INFORMATION SYSTEMS I (IT CERTIFICATE LEVEL III)****3 S.H.**

An introductory course which examines the nature of raster and vector data models and the analytical capabilities and products which they bring to bear on the solution of geographic problems. Students will learn to use ARCVIEW GIS to solve geographic-based problems. A fee for software license may apply. Pre-requisite: Successful completion of GEOG 300 or consent of instructor. On demand.

**GEOG 480S GEOGRAPHY COMPREHENSIVE (IT CERTIFICATE LEVEL III)****1 S.H.**

The Geography comprehensive is a challenging capstone project in which the senior student will select a research topic to explore after attending a series of seminar classes presented by the faculty. The student will then research his project, write the paper according to the guidelines provided in the seminar, prepare a PowerPoint presentation on their paper and lastly defend the paper to faculty and students using the PowerPoint. S/U grading. Fall, Spring.

**GEOG X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

**GEOG X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service-learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**GEOG X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

This course will consist of 1) independent study project either as an adjunct to another geography or political science course, or as additional study to prepare for a career in or related to geography; or 2) a special course on a topic of current geographic or political importance. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

**GEOL 115 INTRODUCTORY GEOLOGY (CCN)****3 S.H.**

Cross-listed with GEOG 115. An introductory course which includes principles of physical and historical geology in three hours of lecture and a lab with field trips. Topics include rock and mineral classification, plate tectonics, processes that shape the Earth's surface, the origin of the Earth, history of the land masses, and evolution of plant and animal life. Pre-requisite: One semester of chemistry or consent of the instructor. Alternate years, Fall 2010.

**GEOL 115L INTRODUCTORY GEOLOGY LAB****1 S.H.**

Two hours lab per week. Procedures will include study of rock and mineral types, identification of specimens and the processes which shape the surface of our Earth. Field experiences will be required. Co-requisite: GEOL 115. Alternate years, Fall 2010.

**HIST 101 WESTERN CIVILIZATION I (CCN)****3 S.H.**

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-requisite: None. Fall. Fall online.

**HIST 102 WESTERN CIVILIZATION II (CCN)****3 S.H.**

History 102 is designed to provide students with a basic knowledge of World History from Early Modern Europe through current times. Areas covered are Religious Wars, Rise of Absolutism, Enlightenment and Exploration, France v. Britain for world power, French Revolution and Napoleon, German and Italian unification, World War I, years between World Wars, World War II and the Modern World. Pre-requisite: None. Spring. Spring online.

**HIST 103 U.S. TO 1877 (CCN)****3 S.H.**

A historical survey of United States History from its earliest European backgrounds to 1877. Pre-requisite: None. Fall.

**HIST 104 U.S. SINCE 1877 (CCN)****3 S.H.**

A historical survey of United States History from 1877 to the recent past. Pre-requisite: None. Spring.

**HIST 250 SURVEY OF SCANDINAVIAN HISTORY****3 S.H.**

Coverage of selected topics from the Viking age until the present in the history of Northern Europe, including the modern nations of Norway, Sweden, Finland, Denmark, and Iceland. Individual topics address the interaction of this region with the rest of the world. This course does not attempt to be comprehensive, but highlights particular topics and themes with emphasis on the twentieth century. Pre-requisites: ENGL 120 and HIST 101, or consent of instructor. Spring 2013.

**HIST 305 CONSTITUTIONAL HISTORY****3 S.H.**

Cross-listed with POLS 305. Study of the American government and issues related to American politics in their constitutional and cultural perspectives. Topics include how the multicultural character of Americans, past and present, has influenced the development of government under the Constitution; how events have shaped the interpretation of the Constitution; and how real world practice varies from the descriptions in the Constitution. Pre-requisite: None. Alternate years, Fall 2010.

**HIST 314 IDEOLOGY AND GOVERNMENT****3 S.H.**

Cross-listed with POLS 314. This course is a place for detailed study of ideology and government. A special focus of the course is the alternative view of the world and politics in a multicultural setting. Topics include the major ideologies of modern and post-modern times, and a deep look at major world democratic governments. Pre-requisite: GEOG 103. Fall 2012.

**HIST 319 COLONIAL AND REVOLUTIONARY AMERICA (IT CERTIFICATE LEVEL III)****3 S.H.**

This course begins by emphasizing the founding of the original thirteen colonies and their development. The second phase of the course traces the events that lead to the American Revolution, The War, and The Treaty of Paris in 1783 and concludes with the writing of the Constitution and the establishment of the United States. Pre-requisites: ENGL 120, or consent of instructor. Fall 2012.

**HIST 324 NORTH DAKOTA STUDIES****1 S.H.**

Cross-listed with EDUC 324. This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 301, EDUC 318, EDUC 323, MATH 307, SCNC 321. Fall, Spring.

**HIST 330 HISTORY OF AMERICAN DIPLOMACY****3 S.H.**

Cross-listed with POLS 330. This course focuses on the major events in American Diplomacy beginning with the American Revolution and going through the 20<sup>th</sup> century. Pre-requisites: HIST 103, HIST 104, and ENGL 120, or consent of instructor. Fall, 2010.



## HIST

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### **HIST 339 THE VIETNAM WAR (CCN) (IT CERTIFICATE LEVEL III)**

**3 S.H.**

This course emphasizes the study of the Vietnam War with special emphasis on the views of the war from the North Vietnamese and American side. The course begins by studying Chinese imperialism in Vietnam and then moves to French control of the area. The second phase traces U.S. involvement in Vietnam and the quagmire that is known as the Vietnam War. The course concludes with the U.S. withdrawal, the fall of Saigon and the current situation in Vietnam. There will be discussion of the military side of the war and how it related to the political decisions made by all sides. Pre-requisites: ENGL 120, or consent of instructor. Spring 2012.

### **HIST 395 NAZI GERMANY AND THE HOLOCAUST (IT CERTIFICATE LEVEL III)**

**3 S.H.**

This course begins with a study of the development of anti-Semitism and the role it played in the Nazi rise to power in Germany. The second phase of the course is the development of Nazi policies related to the Final Solution (Holocaust) and concludes with the Nuremberg War Crimes Trial (IMT). Pre-requisites: ENGL 120, or consent of instructor. Spring 2013.

### **HIST 406 THE UNITED STATES: CIVIL WAR AND RECONSTRUCTION, 1850-1877 (IT CERTIFICATE LEVEL III)**

**3 S.H.**

This course begins by studying the events and factors that helped to bring on the Civil War. The second phase of the course looks at events related to the war, diplomacy, personalities, Emancipation Proclamation tactics, etc., and concludes with Reconstruction and related issues. Pre-requisites: Successful completion of ENGL 110 and ENGL 120, or consent of instructor. Spring 2011.

### **HIST 417 MODERN RUSSIAN POLITICAL HISTORY (IT CERTIFICATE LEVEL III)**

**3 S.H.**

Cross-listed with POLS 417. This course emphasizes the study of modern Russia and the Soviet Union from 1855 to the recent past. Special emphasis is placed on the causes and result of the October Revolution in 1917 and the resulting communist rule. Pre-requisites: Successful completion of ENGL 110 and ENGL 120, or consent of instructor. Fall 2011.

### **HIST 423 GLOBAL ECONOMIC HISTORY**

**3 S.H.**

Cross-listed with ECON 423. This course explores the emergence of a global economy and the causes of global disparities in wealth. Intensive readings and discussion examine the economic rise of the West from circa 1500, the development of the petroleum industry in the 20th century and aspects of the contemporary economic era. Pre-requisites: HIST 102 or HIST 104 or consent of instructor. Spring 2012.

### **HIST 450 EUROPE AND THE UNITED STATES IN THE COLD WAR**

**3 S.H.**

Cross-listed with POLS 450. This course focuses on Europe's role in the Cold War, considering events in Europe and European reaction to events outside of Europe during the period. It views the Cold War's nature, causes, course, and consequences as a multiple-faceted relationship among the United States, the Soviet Union, and the Europeans. It examines this relationship in terms of cultural, as well as strategic, political, diplomatic, and economic factors. Pre-requisites: Successful completion of ENGL 110 and ENGL 120, HIST 102 or consent of instructor. Spring 2011.

### **HIST 480S HISTORY COMPREHENSIVE (IT CERTIFICATE LEVEL III)**

**1 S.H.**

The history comprehensive is a challenging capstone project in which the senior student will select a topic to research after attending a class presented by the faculty. The student will then research his project, write the paper according to the guidelines provided in the seminar, prepare a PowerPoint presentation on the paper, and, lastly, defend the paper to faculty and students using the PowerPoint. Students are encouraged to include other social science areas in their work such as but not limited to political science, economics, geography, etc. S/U grading. Fall, Spring.

### **HIST X92 EXPERIMENTAL COURSES (CCN)**

**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

### **HIST X95 SERVICE LEARNING (CCN)**

**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service-learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**HIST X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

This course is a directed reading and/or lecture-research program for juniors and seniors. No student may accumulate more than nine hours of credit through special projects. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**HPER 100 CONCEPTS OF FITNESS AND WELLNESS (CCN)****2 S.H.**

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-requisite: None. Fall, Spring, Summer.

**HPER 101S-112S VARSITY SPORTS****1 S.H.**

Students participating in intercollegiate athletics may receive institutional credit. A maximum of one hour per year in each varsity sport may be earned. S/U grading only. Prerequisite: None.

Number registration is as follows:

HPER 101S Varsity Basketball (Spring)

HPER 102S Varsity Football (Fall)

HPER 104S Varsity Baseball (Spring)

HPER 105S Varsity Volleyball (Fall)

HPER 106S Varsity Softball (Spring)

**HPER 120 RACQUET SPORTS****1 S.H.**

A one semester hour course that combines the skills used when playing badminton, racquetball and tennis. This course will be divided into three five-week sessions, introducing the rudimentary skills of the three racquet sports. Students in this class will be introduced to teaching methodology for each of these three racquet sports. Fall, Spring.

**HPER 130 OUTDOOR PURSUITS****1 S.H.**

A one semester hour course that combines the skills used when participating in outdoor activities such as any of the following: Cross-country skiing, snowshoeing, broomball, frisbee golf, archery, orienteering, as well as others. The class will meet once a week for 1 hour and 45 minutes each class meeting. Students in this class will be introduced to teaching methodology for each of the activities. Spring.

**HPER 135 GOLF****1 S.H.**

A one semester hour course that provides the introductory skills used when participating in golf. The course will be offered twice a week for the first 9 weeks. Each class period will be 1 hour 45 minutes. Students in the class will be introduced to teaching methodology of golf. The students will be golfing at the Mayville Golf Club.

**HPER 153 RECREATIONAL SPORTS****1 S.H.**

Recreational activities in the category of lifetime sports. Examples of activities include billiards, darts, table tennis and horseshoes. Pre-requisite: None. Spring.

**HPER 206 SOCIAL/FOLK DANCE****1 S.H.**

International and American Folk dances will be practiced. Fundamentals of several social dances including the two-step, polka, waltz, schottische, swing, salsa and the cha-cha are emphasized. Pre-requisite: none. Spring.

**HPER 207 PREVENTION AND CARE OF INJURIES (CCN)****3 S.H.**

A course designed to introduce students to the profession of athletic training and give them the essential tools to be able to prevent, recognize, evaluate, and treat injuries received as a result of participation in various activities. The course is lecture based with a lab included. There is an additional course fee of \$15. Pre-requisites: BIOL 111, BIOL 150 or BIOL 220. Fall, Spring.

**HPER 209 RHYTHMS AND TUMBLING (CCN)****1 S.H.**

A one semester hour course that provides the introductory skills used when participating in elementary and middle school physical education. This course will prepare students how to manage their motor development through participation and leadership activities in fundamental movement for children, including gymnastics and rhythmic patterns. Curriculum development in these areas will be addressed. Pre-requisite: None. Fall.

## HPER

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### **HPER 210 FIRST AID AND CPR (CCN)**

**1 S.H.**

Instruction and laboratory practice in first aid procedures including CPR, airway obstruction, rescue breathing, and the use of an automated external defibrillator (AED). The American Red Cross (ARC) certificates Responding to Emergencies, and Community (Adult-Child-Infant) CPR and Adult AED will be awarded to those passing the ARC requirements. Pre-requisite: None. Fall, Spring, Summer.

### **HPER 217 PERSONAL AND COMMUNITY HEALTH (CCN)**

**2 S.H.**

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-requisite: None. Fall, Spring.

### **HPER 219 LIFEGUARD TRAINING (CCN)**

**1 S.H.**

A course designed by the American Red Cross (ARC). Students fulfilling the American Red Cross criteria will be issued an ARC Lifeguard Training Certificate which includes Community First Aid and a certificate for CPR for the Professional Rescuer. Pre-requisites: HPER 263, HPER 210. Spring.

### **HPER 222 NUTRITION**

**3 S.H.**

Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the lifecycle. Pre-requisite: none. Fall and Spring.

### **HPER 233 INDIVIDUAL FITNESS**

**1 S.H.**

The individual-fitness class emphasizes developing personal lifetime lifestyle changes that promote health, fitness, and wellness. Students will engage in various forms of workouts: walking, jogging, dancing, aerobics, weight training, and other activities. Pre-requisite: None. Fall, Spring.

### **HPER 260 BEGINNING SWIMMING**

**1 S.H.**

The course is based on the American Red Cross standards for the nonswimmer adapted to meet the needs of adults. Pre-requisite: None. On demand.

### **HPER 261 INTERMEDIATE SWIMMING AND BASIC WATER SAFETY**

**1 S.H.**

The course is based on the American Red Cross Learn to Swim Program adapted to meet the needs of adults. Individuals will be provided with general water safety information in order to create an awareness of causes and prevention of water accidents, to develop a desire to be safe, and to encourage healthy and safe water recreation. Pre-requisite: HPER 260 or successful completion of the equivalency test. Spring.

### **HPER 263 ADVANCED SWIMMING AND BASIC WATER RESCUE**

**1 S.H.**

Emphasis on developing and refining basic strokes, diving, and advanced aquatic skills, including canoeing and snorkeling. Opportunity to earn the American Red Cross Levels Five and Basic Water Rescue Certificates. Pre-requisite: HPER 261 or successful completion of the equivalency test. Fall.

### **HPER 265 WATER SAFETY INSTRUCTOR (WSI)**

**2 S.H.**

Certification for the American Red Cross W.S.I. methodology of teaching in the American Red Cross Parent and Child Aquatic Program, the Learn to Swim Program, the Basic Water Rescue course, and the W.S.I. Aide course. W.S.I. Certificate will be issued upon completion of the American Red Cross requirements. Pre-requisite: HPER 263, ARC Level Five Certification, or successful completion of the equivalency test. Summer.

### **HPER 310 FOUNDATIONS AND HISTORY OF PHYSICAL EDUCATION/ATHLETICS (IT CERTIFICATE LEVEL III)**

**2 S.H.**

An introduction to physical education/athletics as a profession, including a study of history and principles underlying the formation of programs in physical education/athletics. The relationship of physical education to general education is given special attention. Pre-requisite: None. Fall.

**HPER 315 MOVEMENT EDUCATION IN EARLY CHILDHOOD****2 S.H.**

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-requisites: EC 210 and EC 211 or EDUC 210 and EDUC 211 for education majors. No pre-requisites for HPER majors/minors. Fall.

**HPER 319 HEALTH and PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL  
(IT CERTIFICATE LEVEL III)****2 S.H.**

A course designed specifically for the Elementary Education majors and HPER majors/minors. Areas of study include: understanding the need for physical education; the instructional process; program implementation; and teaching the objectives of physical education (personal health skills, motor skills, lifetime activities, and sport skills). Peer teaching of an elementary physical education lesson plan will be included. The 10 content areas of health will be studied. Pre-requisite: HPER 100. Fall, Spring.

**HPER 332 COMPREHENSIVE HEALTH EDUCATION FOR K-12****3 S.H.**

A study of the various methods of teaching health in the elementary and secondary schools including trends in health and focusing on contemporary health problems that need to be addressed to K-12 students. Additional emphasis shall be placed on teaching our students about the physical, social, emotional, and intellectual factors that influence health. Strategies will be studied to reduce and prevent stress related health problems. Pre-requisite: HPER 217. Fall.

**HPER 333 PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD****2 S.H.**

Etiology of specific handicaps and adaptations of various activities in which individuals may participate at various grade levels. Students will understand the referral, assessment, planning and placement procedures specific to teaching students with disabilities in physical fitness and gross motor skills. Theory and practical work will be emphasized. Pre-requisite: Junior standing. Fall and Spring.

**HPER 340 MODERN ISSUES AND MATERIALS IN HEALTH****3 S.H.**

Emphasis on current trends in health and a collection of health materials that include contemporary topics of diseases, drug abuse, environmental problems, sexuality, smoking and tobacco, consumer products, and others. Students will be responsible for collecting data and information on disease prevention, AIDS control, reducing the risks of accidents, and promoting health enhancing dietary practices. Pre-requisite: HPER 217. Fall.

**HPER 342 PHYSICAL ACTIVITY INSTRUCTION OF OLDER ADULTS****3 S.H.**

This course is designed to provide the fundamental knowledge and skills needed to lead safe and effective physical activity programs for older adults with diverse functional capabilities. Fall, Spring.

**HPER 350 MOTOR LEARNING (IT CERTIFICATE LEVEL III)****2 S.H.**

A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning. Pre-requisite: Sophomore standing. Spring.

**HPER 360 SPORT PSYCHOLOGY AND SOCIOLOGY****3 S.H.**

The examination of psychological studies influencing the competitive sport process and physical activity in today's modern society. The class will focus on human behavior in certain types of situations, such as sport and exercise settings. The class will examine what motivates people, what angers them, what scares them, how they regulate their thoughts, feelings, and emotions. The class will also show how these behaviors can be managed to help them become more productive members of society. Fall and Spring.

**HPER 361 FOOTBALL COACHING AND OFFICIATING****2 S.H.**

The theory and practice of coaching and officiating football with secondary schools. Pre-requisite: None. Fall.

**HPER 362 BASKETBALL COACHING AND OFFICIATING****2 S.H.**

The theory and practice of coaching and officiating basketball with secondary schools. Pre-requisite: None. Spring.

## HPER

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### **HPER 363 TRACK AND FIELD COACHING AND OFFICIATING**

**2 S.H.**

The theory and practice of coaching and officiating track and field in the upper grades and high school. Pre-requisite: None. Spring.

### **HPER 364 BASEBALL/SOFTBALL COACHING AND OFFICIATING**

**2 S.H.**

The theory and practice of coaching and officiating baseball/softball with secondary schools. Pre-requisite: None. Fall.

### **HPER 366 VOLLEYBALL COACHING AND OFFICIATING**

**2 S.H.**

The theory and practice of coaching and officiating volleyball with secondary schools. Pre-requisite: None. Fall.

### **HPER 368 PRINCIPLES OF CONDITIONING**

**3 S.H.**

Study the techniques of strength training and conditioning. Emphasis on program design and implementation for general, athletic, and special populations. Fall, Spring.

### **HPER 369 PRINCIPLES OF SPORTS MANAGEMENT**

**3 S.H.**

This course will allow students to look at the management side of the diverse and expanding field of sport and recreation. The course is designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students will examine applications of managerial concepts and processes, and the ways in which organizations interact with each other and with other governing bodies. Spring.

### **HPER 370 FITNESS/SPORTS TEACHING TECHNIQUES (IT CERTIFICATE LEVEL III)**

**3 S.H.**

A course designed to provide knowledge and skills needed to develop, implement and teach a concept-based fitness program within a physical education program. The student will learn to incorporate health-related fitness, lifetime physical activity and sport into physical education programs. The AAHPERD Physical Best Program will be studied. Students will have the opportunity to earn a Physical Best Specialist Certification. Practical applications of teaching skills and methods involved in various team, individual sports and fitness will be incorporated through peer teaching. Pre-requisite: None. Spring.

### **HPER 402 EXERCISE PHYSIOLOGY (IT CERTIFICATE LEVEL III)**

**3 S.H.**

A study of the effects of exercise and training on the physiology of the human body. Special attention will be given to adaptations of various body systems and other areas related to training. Pre-requisites: BIOL 111 or BIOL 150 and BIOL 220. Fall, Spring.

### **HPER 415 EVALUATION OF PSYCHOMOTOR PERFORMANCE (IT CERTIFICATE LEVEL III)**

**3 S.H.**

A study of statistical applications to evaluation in physical education, the construction and analysis of knowledge, fitness, and sport skill tests. Practice in administration of various physical fitness and sports skills tests will be conducted in a laboratory setting. Assessing motor performance of children with disabilities will be included. Pre-requisite: Junior standing. Fall.

### **HPER 430 METHODS OF APPRAISAL, TESTING AND PRESCRIPTION OF EXERCISE (IT CERTIFICATE LEVEL III)**

**3 S.H.**

This is an applied exercise training and conditioning course aimed at giving students the knowledge and experience needed to develop and lead exercise training programs. Furthermore, the course prepares the student to conduct client entry screening in fitness settings, determining the fitness levels of clients, and prescribing exercise programs to fit their various needs. Students should be aware that if they choose to take the national certification exam that is optional with this course, there will be an additional charge beyond the cost of materials. Pre-requisite: HPER 402. Spring.

### **HPER 440 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS**

**2 S.H.**

Policies, procedures, and problems in administration of physical education/athletics at the elementary and secondary levels. Both curricular and extracurricular aspects will be considered. Pre-requisite: Junior standing. Fall.

### **HPER 441 APPLIED KINESIOLOGY (IT CERTIFICATE LEVEL III)**

**3 S.H.**

Study the anatomical bases of human movement. Special emphasis will be on movements related to sport and physical ability. Pre-requisites: BIOL 111 or BIOL 150 and BIOL 220. Fall and Spring.



**HPER 442 FIELD EXPERIENCE AND PRACTICUM****2 S.H.**

Arrangements to include teaching and/or coaching experience with elementary and secondary programs, for Physical Education and Coaching majors/minors. Practicum assignments with various recreation, fitness, and/or intramural programs are available for students interested in a related nonteaching career. The Fitness and Wellness major and the Coaching minor require two semester hours of field experience. Two semester hours of credit is worth eighty (80) clock hours. Pre-requisite: None. Fall, Spring.

**HPER 443 ADAPTED PHYSICAL EDUCATION PRACTICUM (Grades Pre-K-6)****1 S.H.**

Field experience will consist of working with individuals with disabilities in Pre-K-6. Students will complete 40 hours of practicum experience. Pre-requisites: None. Fall, Spring.

**HPER 444 ADAPTED PHYSICAL EDUCATION PRACTICUM (Grades 7-12)****1 S.H.**

Field experience will consist of working with individuals with disabilities in grades 7-12. Students will complete 40 hours of practicum experience. Pre-requisites: None. Fall, Spring.

**HPER 476S COMPREHENSIVE REVIEW/EXAM****1 S.H.**

Health, Physical Education, Sports Management, and Fitness and Wellness majors are required to satisfactorily pass a comprehensive examination. This course is designed to provide a comprehensive review of material that will be covered on the exit examination and will provide documentation for the completion of this graduation requirement. S/U grading only. Fall, Spring, Summer.

**HPER 485 SUMMER CAMP LEADERSHIP****2 S.H.**

This is an opportunity for in-depth work with an on campus summer camp in the area of your choice. This is a pre-professional experience in a summer camp setting. Such experiences include observing and participating in all aspects of the coordination of the summer camp and anything associated with the promotion of the camp or school as it relates to the summer camp. The student will be involved with the following: addressing issues arising at the camp, ethical considerations, problem-solving, decision-making, leadership, and communication. Students will work with a coach or HPER faculty member to select an approved experience, and are required to work out the details with the camp coordinator. All summer camp coordination experiences must meet standards of the HPER Division and Mayville State University.

**HPER 497S INTERNSHIP****.5 - 10 S.H.**

An off-campus work experience related to the student's major or minor course of study. Credit hours are determined by the Health, Physical Education and Recreation faculty and are based on the relevancy of the work assignment. The Sports Management Major requires 2-4 credits (100 hours of work experience per credit). The Fitness and Wellness Major requires 3 credits (300 hours) of supervised field work in a professional setting. Pre-requisites: Junior or senior standing, consent of instructor. S/U grading. Fall, Spring, Summer.

**HPER X92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

**HPER X95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**HPER X99 SPECIAL TOPICS (CCN)****.5 - 4 S.H.**

Individual reading and research on topics of special interest and concern to the student. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

## HUM-JOUR-LMIS

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### **HUM220 HISTORY OF MUSIC IN A MULTICULTURAL WORLD**

**3 S.H.**

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. Fall, Spring; Fall online.

### **HUM221 HISTORY OF ART IN A MULTICULTURAL WORLD**

**3 S.H.**

History of Art in a Multicultural World is a humanities course intended to promote an understanding of Art through discussion and study of artistic structural elements, artists, patrons, and culturally significant artistic methodologies. The survey of art from ancient times through the twenty first century includes the developments in the world of music, literature and history that took place during the same time frame. Fall, Spring; Spring online.

### **HUMX92 EXPERIMENTAL COURSES (CCN)**

**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

### **HUMX95 SERVICE LEARNING (CCN)**

**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **HUMX99 SPECIAL TOPICS (CCN)**

**.5 – 4 S.H.**

A special projects course on a topic of interest in the Humanities. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

### **JOUR292S JOURNALISM PRACTICUM**

**1 S.H.**

The course involves participation for credit on the student newspaper "The Orbit." Sessions will be held once each week to discuss problems students have encountered. Discussion will deal with problems as they might occur in the writing process. Students may enroll in as many four semester hours of Journalism Practicum. S/U grading only. Offered on demand.

### **LMIS250 INTRODUCTION TO LIBRARIES AND INFORMATION SCIENCE**

**3 S.H.**

Survey of communication theory, web resources and evaluation, plagiarism and copyright issues, information literacy, and the historical and technical aspects of libraries. Students will practice library procedures and with a special emphasis on emerging technologies. Spring, Summer.

### **LMIS317 CHILDREN'S LITERATURE**

**3 S.H.**

Cross-listed with ENGL 317 and EDUC 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-requisite: Sophomore standing. Fall, Spring.

### **LMIS350 YOUNG ADULT LITERATURE AND MEDIA**

**3 S.H.**

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. Fall.

### **LMIS360 MEDIA COLLECTION DEVELOPMENT**

**3 S.H.**

Covers basic principles of and practice in evaluation, selection of materials for diverse populations, and weeding of library materials in all formats, the use of aids in selection and weeding, and the development of policies about the collections. Spring; Alternate Summers, 2010.

**LMIS 365 THE ORGANIZATION OF INFORMATION****3 S.H.**

Introducing the principles of organizing library materials, this course provides practice in the use of descriptive cataloging, subject classification, MARC format, and library automation. Fall; Alternate Summers 2010.

**LMIS 370 REFERENCE SOURCES AND SERVICES****3 S.H.**

Introduction to sources of reference and bibliographic information. Emphasis is on critical examination, evaluation, and practice in using reference materials, the reference interview, and online searching techniques. Spring; Alternate Summers 2011.

**LMIS 430 ADMINISTRATION OF THE SCHOOL LIBRARY MEDIA CENTER****3 S.H.**

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. Fall; Alternate Summers 2010.

**LMIS 445 STANDARDS FOR EFFECTIVE LIBRARIES****3 S.H.**

Study of state and national curricular standards and their application in an effective school library program. Students will use the standards to design a library program, produce lesson plans, and foster collaboration with teachers to promote information literacy. Fall; Alternate Summers 2011.

**LMIS 470 CURRENT ISSUES IN INFORMATION SCIENCE****3 S.H.**

Research into and discussion of current issues that librarians face. Spring; Alternate Summers, 2011.

**LMIS 497S INTERNSHIP****.5 - 10 S.H.**

Open to students who have the background and ability to pursue special areas of interest. Each intern must have the approval of the faculty of Library Media and Information Science. Internship credits may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Students planning on attaining Minnesota licensure as a library media specialist are encouraged to have an internship. S/U grading. On demand.

**LMIS X92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**LMIS X95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**LMIS X99 SPECIAL TOPICS (CCN)****.5 - 4 S.H.**

Study of current topics of interest or concern to students. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division Chair approval required.

**LMIS 599 SPECIAL TOPICS: CURRENT ISSUES IN LIBRARIANSHIP****1-4 S.H.**

Exploration of special topics in the study of library science not regularly included in available course offerings. The course may be repeated for different topics.

**LMIS 659 RESEARCH AND PRACTICE IN EMERGING TECHNOLOGIES****2 S.H.**

This course introduces students to a variety of new and emerging technologies used in today's online environment. It covers various social networking platforms, content and learning management tools, web conferencing, immersive environments, and other trends in social computing.

**LMIS 664 INFORMATION LITERACY AND COGNITIVE DEVELOPMENT****2 S.H.**

After studying current research on cognitive development and information literacy, students will create plans to incorporate the research into their curriculum.

LMIS-MATH

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**LMIS 669 LIBRARY ADVOCACY****2 S.H.**

After studying the effects of school libraries on student learning, students will create an advocacy plan for their own library.

**LMIS 670 MATERIALS PRESERVATION****1 S.H.**

Study of principles and techniques of preservation, accompanied by hands-on application. Includes an introduction to digitization.

**MATH 102 INTERMEDIATE ALGEBRA (CCN)****3 S.H.**

Properties of the real number system, factoring, linear and quadratic equations, functions, polynomial and rational expressions, inequalities, systems of equations, exponents and radicals. This course does not meet the general education mathematics requirement. Pre-requisite: None. Fall.

**MATH 103 COLLEGE ALGEBRA (CCN)****3 S.H.**

Relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions; systems of equations, matrices and determinants, sequences and summation. Required of all elementary education and secondary education majors. Pre-requisite: MATH 102 or equivalent. Fall, Spring, Summer; Fall, Summer online.

**MATH 105 TRIGONOMETRY (CCN)****2 S.H.**

Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Pre-requisite: MATH 103 or consent of the instructor. Fall, Spring.

**MATH 165 CALCULUS I (CCN)****4 S.H.**

Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, applications. Pre-requisites: MATH 103, MATH 105. Spring.

**MATH 166 CALCULUS II (CCN)****4 S.H.**

Applications and techniques of integration; polar equations; parametric equations; sequences and series, power series. Pre-requisite: MATH 165. Fall.

**MATH 265 CALCULUS III (CCN)****4 S.H.**

Multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals. Green's Theorem, Stoke's Theorem, Divergence Theorem. Pre-requisite: MATH 166. Spring.

**MATH 277 MATHEMATICS FOR ELEMENTARY TEACHERS (CCN)****3 S.H.**

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-requisite: MATH 103. Fall, Summer.

**MATH 304 ALGEBRA FOR MIDDLE SCHOOL TEACHERS****3 S.H.**

A study of elementary and middle school mathematics topics including patterns, graphs, algebraic notation, and equations delivered with emphasis on problem solving and research based on teaching strategies. Study and application will include the use of manipulatives and technology. Pre-requisite: MATH 103. On demand.

**MATH 307 MATH STRATEGIES IN THE ELEMENTARY AND MIDDLE SCHOOL CLASSROOM****3 S.H.**

In this course, students will learn and practice a variety of instructional methods incorporating math hands-on manipulatives. The class will include observation of elementary students. Students will write lesson plans and teach those lessons. The class covers both national and state standards for Mathematics teaching and content. Diversity topics of the elementary/middle school classrooms will be addressed. Pre-requisite: MATH 103. Co-requisites: EDUC 301, EDUC 318, EDUC 323, EDUC 324, SCNC 321. Fall, Spring.

**MATH 323 PROBABILITY AND STATISTICS****3 S.H.**

A course beginning with the study of probability and continuing with the mathematical theory of statistics from the set theoretic point of view. Pre-requisite: MATH 103. Fall, Spring.

**MATH389 MODERN GEOMETRY (IT CERTIFICATE LEVEL III)****3 S.H.**

A study of K-12 and undergraduate topics. K-12 topics: polygons, platonic solids, tessellations, transformations, and congruent triangles. Undergraduate topics: axiomatic Euclidean geometry, finite geometries, fractals, projective geometry, and non-Euclidean geometries. The study includes the integration of effective research based teaching strategies to use geometry to model mathematical ideas and methods for mathematical proofs. Pre-requisite: MATH 103. Alternate years, Spring 2011.

**MATH412 DIFFERENTIAL EQUATIONS****3 S.H.**

A study of ordinary differential equations with applications. Pre-requisite: MATH 265. Alternative years, Fall 2011.

**MATH420 HISTORY AND PHILOSOPHY OF MATHEMATICS (IT CERTIFICATE LEVEL III)****3 S.H.**

A history of mathematics developed from a conceptual as well as a chronological point of view. Mathematics as both a science and an art will be considered with the perspective of different philosophies of math. A computer presentation utilizing a database of internet research will be this course's final project. Pre-requisite: MATH 103 or consent of the instructor. Alternate years, Spring 2012.

**MATH435 THEORY OF NUMBERS****3 S.H.**

A course covering some of the widely known theorems, conjectures, unsolved problems, and proofs of number theory. Pre-requisite: MATH 165. Alternate years, Fall 2010.

**MATH443 ALGEBRAIC STRUCTURES WITH PROGRAMMING FOR MAJORS  
(IT CERTIFICATE LEVEL III)****3 S.H.**

Course covers topics in both the linear and abstract algebra. Linear algebra topics of matrix operations, determinants, systems of linear equations, linear transformations, eigenvectors, and vector spaces are covered. Linear programming, solving matrices, and determinants with computer software, and graphing calculators to illustrate applications. Abstract Algebra topics covered: modular arithmetic, groups, isomorphisms, fields, rings, and integral domains are learned through the study of reals, integers, rationals, polynomials, and complex numbers. Pre-requisite: MATH 165. Spring.

**MATH450 MATHEMATICS SEMINAR****2 S.H.**

Research and discussion of special aspects of mathematics. Pre-requisite: Junior standing or consent of instructor. On demand.

**MATH476S COMPREHENSIVE REVIEW/EXAM****1 S.H.**

A comprehensive review and examination covering the content of the courses required for the mathematics education major and the mathematics major. S/U grading. Fall, Spring.

**MATH497S INTERNSHIP****.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Mathematics faculty and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Credits may not be applied to the B.S.Ed. degree program except as excess beyond the required and elective credits as listed in this catalog. Pre-requisites: junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading only. Fall, Spring, Summer.

**MATHX92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**MATHX95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.



## MATH-MLS

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### **MATH X99 SPECIAL TOPICS (CCN)**

**.5 – 4 S.H.**

This course will provide a limited program for individualized study. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

### **MLS 234 HUMAN PARASITOLOGY**

**2 S.H.**

Physiological aspects of human parasites, their symbiotic host parasite relationships and clinical diagnostic techniques. Co-requisite: CLS 234L. Spring.

### **MLS 234L HUMAN PARASITOLOGY LABORATORY**

**1 S.H.**

Laboratory methods for the identification and diagnosis of human parasites. Co-requisite: CLS 234. Spring.

### **MLS 301 IMMUNOLOGY**

**3 S.H.**

Principles of clinical immunology focusing on the cellular and molecular nature of antigens and immunoglobulin, the immune response, immunogenetics, and immune-related disease. Co-requisite: CLS 301L. Spring.

### **MLS 301L IMMUNOTECHNIQUES LABORATORY**

**1 S.H.**

Theory and practical application of laboratory investigations of immunology, serology, and immuno-hematology. Co-requisite: CLS 301. Spring.

### **MLS 325 HEMATOLOGY (CCN)**

**3 S.H.**

Identification of normal and abnormal blood cells in various hematological disorders. Theory and application of hematology procedures. Theory and mechanisms of homeostasis. Pre-requisite: Admission to major. Co-requisite: CLS 325L. Fall.

### **MLS 325L HEMATOLOGY LABORATORY (CCN)**

**1 S.H.**

Morphological examination of blood and bone marrow and laboratory testing used in hematological study. Co-requisite: CLS 325. Fall, Summer.

### **MLS 336 LABORATORY CALCULATIONS**

**1 S.H.**

Calculations used in the clinical laboratory including measurement systems, dilutions, graphing, solution chemistry, statistics of quality control and research implementation. Pre-requisite: Admission to major. Fall.

### **MLS 340 MOLECULAR DIAGNOSTICS**

**2 S.H.**

An introduction to specific molecular biology application in the laboratory and a discussion of cell biology, DNA Chemistry, genetics, nucleic acid extraction and modification, blotting, polymerase chain reactions, and probes in relation to diagnostic investigations. Spring.

### **MLS 380 PROFESSIONAL ISSUES IN CLINICAL LABORATORY SCIENCE**

**1 S.H.**

Discussion of professional CLS issues, ethics, current topics, of healthcare delivery, governmental regulations, societal concerns, cultural diversity, disease prevention, research, and environment. Pre-requisite: Admission to major. Spring.

### **MLS 394 MEDICAL MICROBIOLOGY**

**2 S.H.**

Medically important microorganisms are identified using a wide variety of clinical techniques. Included in the discussion will be susceptibility studies and the correlation of the presence of microorganisms to health and disease. Pre-requisite: Admission to major. Spring.

### **MLS 471 CLINICAL CHEMISTRY I**

**2 S.H.**

Theories and principles of clinical chemistry procedures are discussed as well as how the results of these results correlate to health and disease. Pre-requisite: Admission to major. Co-requisites: CLS 472, CLS 473, CLS 474, CLS 477, CLS 477L, CLS 478, CLS 479. Summer.

### **MLS 472 PRE-ANALYTICAL TESTING**

**1 S.H.**

Theory and practice of phlebotomy in the clinical setting, specimen processing, review of state and federal regulations, safety and biohazard compliance, interpersonal relationship skills. Pre-requisite: Admission to major. Co-requisites: CLS 471, CLS 473, CLS 474, CLS 477, CLS 477L, CLS 478, CLS 479. Summer.

**MLS473 CLINICALHEMOSTASIS I****2 S.H.**

Physiological mechanisms of normal human hemostasis as well as hereditary and acquired defects. Laboratory techniques performed and discussed are screening tests and specific assays for abnormalities, procedures to monitor therapeutic measures and practice and maintenance of current instrumentation. Pre-requisite: Admission to major. Co-requisites: CLS 471, CLS 472, CLS 474, CLS 477, CLS 477L, CLS 478, CLS 479. Summer.

**MLS474 CLINICALURINALYSIS I****2 S.H.**

Theory, techniques and practice of microscopy and urinalysis with emphasis of identification of elements in the sediment. Pre-requisites: Admission to major. Co-requisites: CLS 471, CLS 472, CLS 473, CLS 477, CLS 477L, CLS 478, CLS 479. Summer.

**MLS477 CLINICALIMMUNOHEMATOLOGY I****1 S.H.**

Theory of modern transfusion techniques, component therapy, and quality assurance. Pre-requisite: Admission to major. Co-requisites: CLS 471, CLS 472, CLS 473, CLS 474, CLS 477L, CLS 478, CLS 479. Summer.

**MLS477L CLINICALIMMUNOHEMATOLOGY I LABORATORY****1 S.H.**

Practical application of modern transfusion techniques, component therapy, and quality assurance. Pre-requisites: Admission to major. Co-requisites: CLS 471, CLS 472, CLS 473, CLS 474, CLS 477, CLS 478, CLS 479. Summer.

**MLS478 CLINICALMICROBIOLOGY I****2 S.H.**

Groups of medically important bacteria are studied and correlated to laboratory practice in identification. Included in the discussions are antibiotic susceptibility testing, quality control, and methods of identification including rapid, automated, and traditional methods. Pre-requisites: Admission to major. Co-requisites: CLS 471, CLS 472, CLS 473, CLS 474, CLS 477, CLS 477L, CLS 479. Summer.

**MLS479 CLINICALHEMATOLOGY I****2 S.H.**

Emphasis on interpretive correlation of hematology findings and pathophysiology. Topics of current interest and advances in hematology. Pre-requisite: Admission to major. Co-requisites: CLS 471, CLS 472, CLS 473, CLS 474, CLS 477, CLS 477L, CLS 478. Summer.

**MLS480 CLINICALIMMUNOHEMATOLOGY II****2 S.H.**

Applied theory and modern transfusion at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 481, CLS 483, CLS 484, CLS 485, CLS 487, CLS 488, CLS 489. Fall.

**MLS481 CLINICAL CHEMISTRY II****2 S.H.**

Applied theory and practice in clinical chemistry at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 483, CLS 484, CLS 485, CLS 487, CLS 488, CLS 489. Fall.

**MLS483 CLINICALHEMOSTASIS II****1 S.H.**

Techniques and practice in routine phlebotomy at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 481, CLS 484, CLS 485, CLS 487, CLS 488, CLS 489. Fall.

**MLS484 CLINICALMICROBIOLOGY II****2 S.H.**

Applied theory and practice in clinical microbiology at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 481, CLS 483, CLS 485, CLS 487, CLS 488, CLS 489. Fall.

**MLS485 CLINICALURINALYSIS II****1 S.H.**

Observation, practice, or research in specialized areas or setting at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 481, CLS 483, CLS 484, CLS 487, CLS 488, CLS 489. Fall.

**MLS487 MEDICALMYCOLOGY****1 S.H.**

Comparative morphology, physiology, and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results including the recognition of contaminating organisms. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 481, CLS 483, CLS 484, CLS 485, CLS 488, CLS 489. Fall.

## MLS-MUSC

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### **MLS488 CLINICAL HEMATOLOGY II**

**2 S.H.**

Applied theory and practice in hematology at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 481, CLS 483, CLS 484, CLS 485, CLS 487, CLS 489. Fall.

### **MLS489 CLINICAL BODY FLUIDS AND INSTRUMENTATION**

**1 S.H.**

Overview of the theory and practice in manual procedures of human body fluids. The body fluids to be disclosed include spinal, synovial and amniotic fluid, transudates and exudates, fecal specimens, gastric, sweat, and other body fluid secretions. Pre-requisite: Admission to major. Co-requisites: CLS 480, CLS 481, CLS 483, CLS 484, CLS 485, CLS 487, CLS 488. Fall.

### **MLS490 FINANCIAL AND QUALITY MANAGEMENT OF THE CLINICAL LABORATORY**

**3 S.H.**

A capstone course designed to provide senior students with the skills to manage a clinical laboratory. The course brings together previous content with a focus on laboratory profitability, quality management, and quality improvement. Pre-requisite: Admission to major. Co-requisites: CLS 491, CLS 492, CLS 494, CLS 495, CLS 498. Spring.

### **MLS491 CLINICAL CHEMISTRY III**

**2 S.H.**

Techniques and practice in clinical chemistry at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 490, CLS 492, CLS 494, CLS 495, CLS 498. Spring.

### **MLS492 CLINICAL IMMUNOHEMATOLOGY III**

**2 S.H.**

Techniques and modern transfusion practices at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 490, CLS 491, CLS 494, CLS 495, CLS 498. Spring.

### **MLS494 CLINICAL IMMUNOLOGY**

**1 S.H.**

Applied theory and practice in clinical immunology and serology at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 490, CLS 491, CLS 492, CLS 495, CLS 498. Spring.

### **MLS495 CLINICAL MICROBIOLOGY III**

**2 S.H.**

Techniques and practice in clinical microbiology at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 490, CLS 491, CLS 492, CLS 494, CLS 498. Spring.

### **MLS498 CLINICAL HEMATOLOGY III**

**2 S.H.**

Applied theory and practice in hematology at the clinical affiliate. Pre-requisite: Admission to major. Co-requisites: CLS 490, CLS 491, CLS 492, CLS 494, CLS 495. Spring.

### **MUSC 101 MUSIC FUNDAMENTALS**

**3 S.H.**

Introduction to the fundamental elements of music through the study of terminology, scales, rhythm chords and basic harmonic progressions. Prerequisites: None. Fall, Spring.

### **MUSC 122 MUSIC THEORY I**

**3 S.H.**

The study of diatonic, harmonic, and melodic principles of Western European music from 1600 to 1900. Topics include scales, rhythms, chords, and harmonic progressions. Materials learned through part writing, keyboard skills and music analysis. Prerequisite: MUSC 101, or consent of the instructor. Fall.

### **MUSC 124 MUSIC THEORY II**

**3 S.H.**

Introduction of chromatic materials to the diatonic material learned in MUSC 122. Topics include non-chord tones, altered chords and modulation. Material is learned through part of writing, keyboard skills and music analysis. Prerequisite MUSC 101, MUSC 122. Spring.

### **MUSC 127 APPLIED LESSONS- VOCAL**

**1 S.H.**

Applied Lessons offers opportunities to students in vocal music to study the stated voice. Prerequisites: None. Fall and Spring.

### **MUSC 128 APPLIED LESSONS- INSTRUMENTAL**

**1 S.H.**

Applied Lessons offers opportunities to students in instrumental music to study the stated instrument. Prerequisites: None. Fall and Spring.

**MUSC 200 MUSIC IN AMERICA****3 S.H.**

A historical survey of music in America from pre-colonial times through the twentieth century, including Classical, Ethnic, Folk, and Popular traditions. Class will include listening skills and writing about Music. Prerequisites: None. Fall.

**MUSC 205 JAZZ ENSEMBLE****1 S.H.**

Designed to offer instrumental experiences to those interested in performing a variety of instrumental music. Pre-requisite: None. Fall, Spring.

**MUSC 210 CONCERT CHOIR****1 S.H.**

Designed to offer a wide range of instrumental experiences to those interested in performing a variety of Instrumental music at concerts athletic events and other events. Pre-requisite: None. Fall, Spring.

**MUSC 215 UNIVERSITY SINGERS****1 S.H.**

Designed to offer vocal experiences to those interested in performing a wide variety of choral music. Pre-requisite: None. Fall, Spring.

**MUSC 250 KEYBOARD I****1 S.H.**

Beginning classroom instruction in keyboard. Including technique five finger patterns, and chords. With consent of instructor, advanced students may substitute MUSC 128: Applied Lessons/ Instrumental. Pre-requisite: None. Fall.

**MUSC 251 KEYBOARD II AND PIANO PROFICIENCY****1 S.H.**

Intermediate classroom instruction in keyboard, including scales and basic transposition. With consent of instructor, advanced students may substitute MUSC 128: Applied Lessons/ Instrumental. Prerequisite: MUSC 250 or consent of the instructor. Spring.

**MUSC 255 EAR TRAINING/SIGHT SINGING I****2 S.H.**

Training in reading at sight and in aural recognition involving dictation, keyboard and singing skills. Prerequisites: MUSC 101, MUSC 122, MUSC 124. Fall.

**MUSC 256 EAR TRAINING/SIGHT SINGING II****2 S.H.**

Training in reading at sight and in aural recognition involving dictation, keyboard and singing skills. Prerequisites MUSC 101, MUSC 122, MUSC 124. Spring.

**MUSC X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**MUSC X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**MUSC X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

A special projects course on a topic of interest in Music. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**MUSC 321 INSTRUMENTAL PEDAGOGY-BRASS****1 S.H.**

Course offers music education, performance and instruction on various instruments of the brass family. Prerequisite: None. Fall and Spring.

**MUSC 322 INSTRUMENTAL PEDAGOGY- WOODWINDS****1 S.H.**

Course offers music education, performance and instruction on various instruments of the woodwind family. Prerequisite: None. Fall and Spring.

## MUSC-PHYS

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### **MUSC 323 MUSIC FOR ELEMENTARY TEACHERS**

**2 S.H.**

Will provide future elementary teachers with rationale and techniques for using music as an instructional aid. Does not require a musical background. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 301, EDUC 318, EDUC 324, MATH 307, SCNC 321. Fall, Spring.

### **MUSC 324 INSTRUMENTAL PEDAGOGY-PERCUSSION**

**1 S.H.**

Course offers music education, performance and instruction on various instruments of the percussion family. Prerequisite: None. Fall and Spring.

### **MUSC 325 INSTRUMENTAL/ CHORAL ARRANGING**

**3 S.H.**

The course covers scoring techniques for instrumental and vocal ensembles, including band, choir, children's choir and stage band. Prerequisites: MUSC 101, MUSC 122, MUSC 124. Alternate years Spring 2013.

### **MUSC 328 BASIC CONDUCTING**

**2 S.H.**

The course covers the development of basic conducting and baton techniques and the use of both hands. The reading of choral and instrumental scores is also covered. Prerequisites: MUSC 101, MUSC 122, and MUSC 124. Alternate years Fall 2012.

### **MUSC 432 VOCAL PEDAGOGY**

**3 S.H.**

The study of vocal pedagogy including treatises, technique, physiology, books, repertoire and other areas relevant to singing and teaching singing. Prerequisites: MUSC 101, MUSC 122, MUSC 124. Offered on demand.

### **MUSC 450 ELEMENTARY AND MIDDLE SCHOOL MUSIC METHODS AND MATERIALS**

**2 S.H.**

The course deals with various teaching methods and strategies and the materials used in teaching middle school band, choir and general music. Prerequisite: None. Alternate years Fall 2012.

### **PHYS 110 INTRODUCTORY ASTRONOMY (CCN)**

**3 S.H.**

Prerequisite: Curiosity about our universe. Three hours lecture per week. An introductory study of the universe: the solar system, stars, stellar evolution, galaxies, black holes, big bang cosmology, and the expanding universe. Field experiences will be required. Spring.

### **PHYS 110L INTRODUCTORY ASTRONOMY LAB (CCN)**

**1 S.H.**

Two hours lab per week. Lab experiments, computer explorations, and telescope observations will be included. Field experiences will be required. Co-requisite: PHYS 110. Spring.

### **PHYS 211 COLLEGE PHYSICS I (CCN)**

**3 S.H.**

Three hours of lecture and two hours of laboratory per week. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to motion, energy, and properties of matter. Pre-requisites: MATH 103 and MATH 105, or consent of instructor. Co-requisite: PHYS 211L. Fall.

### **PHYS 211L COLLEGE PHYSICS I LAB (CCN)**

**1 S.H.**

This course consists of a two hours of laboratory per week and the assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT certification program for all related majors. The students will collect data using interfaced probeware, analyze data using spreadsheet software, and investigate more complex concepts in physics by using simulation software. Co-requisites: CIS 114, PHYS 211.

### **PHYS 212 COLLEGE PHYSICS II (CCN)**

**3 S.H.**

Three hours of lecture and two hours of laboratory per week. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to electricity, magnetism, and light. Pre-requisite: PHYS 211. Co-requisite: PHYS 212L. Spring.

### **PHYS 212L COLLEGE PHYSICS II LAB (CCN)**

**1 S.H.**

This course consists of a two hours of laboratory per week and the assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT certification program for all related majors. The students will collect data using interfaced probeware, analyze data using spreadsheet software, and investigate more complex concepts in physics by using simulation software. Co-requisites: CIS 114, PHYS 212.



**PHYS 251 UNIVERSITY PHYSICS I (CCN)****4 S.H.**

Four hours of lecture and two hours of lab per week. 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, and properties of matter. This course is intended as an alternative to PHYS 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. Pre-requisite: MATH 165 or consent of instructor. Co-requisite: PHYS 251L. On demand.

**PHYS 251L UNIVERSITY PHYSICS I LAB (CCN)****1 S.H.**

Assignments will be applicable to the lectures. Consists of a two-hour lab. Co-requisites: CIS 114, PHYS 251.

**PHYS 252 UNIVERSITY PHYSICS II (CCN)****4 S.H.**

Four hours of lecture and two hours of lab per week. A calculus based physics course designed to provide Science and Engineering majors with a deeper understanding of the principles of physics related to heat, thermodynamics, electricity, magnetism, light, and optics. This course is intended as an alternative to PHYS 212, 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. Pre-requisite: MATH 165 or consent of instructor. Co-requisite: PHYS 251L. On demand.

**PHYS 252L UNIVERSITY PHYSICS II LAB (CCN)****1 S.H.**

Assignments will be applicable to the lectures. Consists of a two-hour lab. Co-requisites: CIS 114, PHYS 252.

**PHYS 497S INTERNSHIP****.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Physics faculty and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. The maximum number of hours that may be assigned to the major or minor program are determined by the faculty person responsible for the course. Credit may not be applied to the B.S. Ed. degree program except as excess beyond the required and elective credits as listed in this catalog. Pre-requisite: junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of the instructor. S/U grading. Fall, Spring, Summer.

**PHYS X92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**PHYS X95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**PHYS X99 SPECIAL TOPICS (CCN)****.5 - 4 S.H.**

Open to students with the background and ability sufficient to pursue areas of special interest. Some of the special areas that might be included are instrument repair, modular experiments, circuits, construction of special equipment, and construction of instruments. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**POLS 195S STUDENT GOVERNMENT (CCN)****0 - 1 S.H.**

Student Senate members must attend all scheduled meetings to qualify for credit (minimum of 10). Only one hour of credit may be used toward meeting graduation requirements. S/U grading. Fall, Spring.

**POLS 305 CONSTITUTIONAL HISTORY****3 S.H.**

Cross-listed with HIST 305. Study of the American government and issues related to American politics in their constitutional and cultural perspectives. Topics include how the multicultural character of Americans, past and present, has influenced the development of government under the Constitution; how events have shaped the interpretation of the Constitution; and how real world practice varies from the descriptions in the Constitution. Pre-requisite: None. Alternate years, Fall 2010.

POL-PSYC

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**POLS 314 IDEOLOGY AND GOVERNMENT (IT CERTIFICATE LEVEL III)****3 S.H.**

Cross-listed with HIST 314. This course is a place for detailed study of ideology and government. A special focus of the course is the alternative view of the world and politics in a multicultural setting. Topics include the major ideologies of modern and post-modern times, and a deep look at major world democratic governments. Pre-requisite: GEOG 103. Fall.

**POLS 330 HISTORY OF AMERICAN DIPLOMACY****3 S.H.**

Cross-listed with HIST 330. This course focuses on the major events in American Diplomacy beginning with the American Revolution and going through the 20<sup>th</sup> Century. Pre-requisites: HIST 103, HIST 104, ENGL 120, or consent of instructor. Fall 2010.

**POLS 417 MODERN RUSSIAN POLITICAL HISTORY****3 S.H.**

Cross-listed with HIST 417. This course emphasizes the study of modern Russia and the Soviet Union from 1855 to the recent past. Special emphasis is placed on the causes and result of the October Revolution in 1917 and the resulting communist rule. Pre-requisites: ENGL 120, or consent of instructor. Fall 2011.

**POLS 450 EUROPE AND THE UNITED STATES IN THE COLD WAR****3 S.H.**

Cross-listed with HIST 450. This course focuses on Europe's role in the Cold War, considering events in Europe and European reaction to events outside of Europe during the period. It views the Cold War's nature, causes, course, and consequences as a multiple-faceted relationship among the United States, the Soviet Union, and the Europeans. It examines this relationship in terms of cultural, as well as strategic, political, diplomatic, and economic factors. Pre-requisites: Successful completion of ENGL 110 and ENGL 120, HIST 102 or consent of instructor. Spring 2011.

**POLS X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**POLS X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**POLS X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

A special projects course on a topic of interest in Political Science. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**PSYC 100 SEMINAR ON SUCCESS (SOS)****1 S.H.**

This course is designed to help all students who are new to Mayville State University 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 student's level of academic and personal success, enjoyment, and persistence. Fall, Spring.

**PSYC 111 INTRODUCTION TO PSYCHOLOGY (CCN)****3 S.H.**

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-requisite: None. Fall, Spring.

**PSYC 250 DEVELOPMENTAL PSYCHOLOGY (CCN) (IT CERTIFICATE LEVEL III)****3 S.H.**

Students in this course will study human development from conception to death. Special attention will be given to the inter-relationship of the physiological, psychological, emotional and social forces of development. This course is specifically designed for students majoring in Psychology. Students double majoring in Psychology and Education should take PSYC 255 and also register for PSYC 399. Pre-requisite: PSYC 111. Fall.

**PSYC 255 CHILD AND ADOLESCENT PSYCHOLOGY (CCN)****3 S.H.**

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. **THIS COURSE IS THE REQUIREMENT FOR ALL EDUCATION MAJORS** (early childhood, pre-school, elementary, middle and secondary education). It is strongly recommended that PSYC 399 (1 S.H.) be a co-requisite for better preparation in the students' specialty area. Pre-requisite: PSYC 111. Fall, Spring; Summer on demand.

**PSYC 280 GROUP DYNAMICS****3 S.H.**

This is a course designed to improve the student's understanding of the nature of group behavior and the techniques of group leadership in a variety of groups including diverse as well as homogeneous groups. The course contains units on principles of group dynamics, nature of leadership, discussion groups, committee procedures, formal meetings, and devices for stimulating group participation. Pre-requisite: PSYC 111. Alternate years, Spring 2011.

**PSYC 302 INTERPERSONAL AND HELPING SKILLS DEVELOPMENT****2 S.H.**

This course uses an integrated approach to basic helping, including developing skills in attending, listening, reflecting and appropriate questioning. Students will learn skills in problem identification, problem solving, goal setting, and other aspects of helping relationships. Students will also learn to recognize and respect diversity as it relates to helping relationships, and to know and follow ethical principles as they relate to their role in such relationships. The course will also include opportunities for practical and experiential applications of helping skills in individual and group situations, especially as applied to roles as peer mentors and career development facilitators. Pre-requisite: PSYC 111 or an equivalent course. Course offered on demand.

**PSYC 304 CAREER DEVELOPMENT FACILITATION****3 S.H.**

Cross-listed with EDUC 304. This course is designed as a pre-service and in-service program for individuals who wish to attain the knowledge, competencies and skills needed to become a career development facilitator (CDF). Career Development Facilitators assist students in K-12, as well as those in post secondary and adult education to explore career options, to identify personal career interests and goals, to access job market information, and to provide assistance in making appropriate career decisions. Specific competencies that students enrolled in this course will achieve, include: Knowledge of labor market information and resources; experiences in assessment of individual career interests, abilities and values; knowledge of career development models; identification of skills needed for employment; appropriate use of technology resources; development of consultation skills; techniques for the management and promotion of the CDF program; and processes for the training of clients and peers. The course is intended to be taken in addition to PSYC 302. Credit for field experience through Service Learning or Internship credit will also be expected to complete the CDF certification. Offered on demand.

**PSYC 310 STATISTICS FOR THE SOCIAL SCIENCES****3 S.H.**

This course will introduce the students to the concepts of measurement and probability, descriptive and inferential statistics, and hypothesis testing as applied to measurement and experimentation in the social sciences. Various measurements of central tendency and variability will be presented and both non-parametric and parametric tests and their uses will be explored. Pre-requisites: PSYC 111, MATH 103, PSYC 460; junior or senior standing. Fall.

**PSYC 330 BEHAVIOR MODIFICATION AND THERAPY****3 S.H.**

Presents and discusses theory and practice in the application of operant and classical conditioning procedures to humans, both children and adults, in applied settings. Pre-requisite: PSYC 111. Alternate years, Fall 2010.

**PSYC 332 APPLIED PSYCHOLOGY****3 S.H.**

This is a course that aims to relate principles of psychology to everyday life and vocations. Specific applications include studies in relations to industry, employment, commerce, professions, public relations, and traits of personality in diverse and homogeneous work settings. Pre-requisite: PSYC 111. Alternate years, Fall 2011.

**PSYC 360 INTRODUCTION TO PERSONALITY THEORY****3 S.H.**

The purpose of this course is to acquaint students with the more well known theoretical models used to account for uniqueness and consistency in human mental and behavioral functioning. Students will achieve an understanding and appreciation of diverse perspectives in personality theory, and improve their critical thinking skills regarding dispositional differences between people. Analysis of personality assessment methods, including strengths and limitations of specific measures, and the influence of ethnicity and culture on personality development will be explored. Students will be able to apply personality theory in the furtherance of personal and professional relationships and goals. Pre-requisite: PSYC 111. Alternate years, Fall 2010.

PSYC

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**PSYC 361 SOCIAL PSYCHOLOGY****3 S.H.**

This course deals with the study of individual behavior in its social context. Areas of study include individual and group attitudes, interaction processes, and interaction in group settings in diverse and homogeneous settings. Pre-requisite: PSYC 111. Alternate years, Spring 2012.

**PSYC 370 PSYCHOLOGY OF ABNORMAL BEHAVIOR (CCN)****3 S.H.**

Students in this course will review historical perspectives on the identification of abnormal behavior. Special emphasis will be given to discussing differences between adaptive and maladaptive behavior, as well as to appreciating ethnic/cultural differences. Epidemiological data and etiological perspectives on the major classes of psychological disorders will be discussed. An overview of the multiaxial classification system used for diagnosis, specific assessment techniques, and empirically-supported treatments for maladaptive cognitive and behavioral features of disorders will be provided. Pre-requisite: PSYC 111. Spring.

**PSYC 399 READINGS IN PSYCHOLOGY****1 S.H.**

This course is designed to better prepare students for terminology, procedures, etc. in the area of their vocational choice by having students do individual reading/research in that area. Students are encouraged to especially focus on people of diversity. Can be repeated. Fall, Spring, Summer.

**PSYC 405 HISTORY AND SYSTEMS OF PSYCHOLOGY****3 S.H.**

A consideration of the historical background and development of the discipline of psychology from ancient Greek philosophy to the present and a survey of contemporary psychological theories and views. Pre-requisites: PSYC 111 and senior standing. Fall.

**PSYC 422 LEARNING THEORY AND EVALUATION****3 S.H.**

Cross-listed with EDUC 422. This course is designed to study how students learn; explore methods of classroom management/discipline strategies, study areas of educational diagnosis and assessment; study the interpretation of standardized tests; review good test writing strategies with practical application and study grading methods and rubrics including electronic grading systems. This course will also address the issues of testing and test interpretation with diverse student populations. Pre-requisites: PSYC 111 and junior standing. Fall, Spring; Summer on demand.

**PSYC 435 PHYSIOLOGICAL PSYCHOLOGY****3 S.H.**

An assessment of the physiological basis of psychological functions, including the physiology of the nervous system, brain, and endocrine system. The physiological and biochemical bases of the senses, behavior, learning, and various disorders will be evaluated. The psychopharmacology of drugs and drug abuse will also be assessed. Prerequisites are PSYC 111: Introduction to Psychology. Note: This course is a corequisite for students enrolling in PSYC 450: Health Psychology, who have not completed BIO 221: Anatomy and Physiology II.

**PSYC 450 HEALTH PSYCHOLOGY****3 S.H.**

This class will provide an introduction to the field of health psychology, a specialty area of psychology focused on how biological, social, and psychological factors interact to affect health and illness. The course will include a history of this subdiscipline, as well as research methods utilized in disease surveillance and health promotion. Health enhancing behaviors will be addressed, in addition to strategies aimed at identifying and modifying health-endangering behaviors. Specific topics will include stress and coping, help-seeking, somatization, illness cognition and behavior, pain perception, regimen adherence, and predictors of recovery. Students will also receive information about how the biopsychosocial model can be applied to specific conditions such as obesity, heart disease, diabetes mellitus, cancer, and arthritis. Pre-requisite: PSYC 111. Alternate years, Spring 2011.

**PSYC 460 RESEARCH METHODS IN PSYCHOLOGY (IT CERTIFICATE LEVEL III)****3 S.H.**

This course is designed to explore the different types of research methods and provide students with practical experience with interpreting data and experience with writing reports of the findings. The students also explore the ethical issues involved in research. Pre-requisites: PSYC 111 and senior standing. Spring.

**PSYC 470 INTRODUCTION TO COUNSELING AND CLINICAL PSYCHOLOGY****3 S.H.**

This course will provide an overview of the guidance and clinical mental health disciplines. Students will receive a historical outline of major events in the development of counseling and clinical psychology, including contributions from both science, and practice. Discussions will address career pathways, including academic preparation, credentialing, professional issues, and ethical principles. Methods of assessment and empirically-supported intervention techniques will be presented, including a review of important facets of the helping relationship, and major theoretical perspectives. Students will be acquainted with the typical work environment, daily functions of professionals, and current issues facing the field. Individual, family, and group intervention modalities of treatment will be discussed, and special topics related to guidance in public education and community agency settings will be presented. Topics related to working with diverse populations will be discussed. Pre-requisites: PYC 111, PSYC 360.

**PSYC 476S COMPREHENSIVE REVIEW/EXAM****1 S.H.**

This course is designed to prepare students for a comprehensive exam in Psychology whether it is an in-house exam or a standardized exam. S/U grading. Fall, Spring; Summer on demand.

**PSYC 497S INTERNSHIP****.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. This experience must have the approval of the instructor. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Course may be repeated depending on the availability of work sites and the quality of the experience. Students are strongly encouraged to work in settings with diverse populations. Pre-requisites: junior or senior standing, completion of at least 3/4 of the major/minor requirements, cumulative grade point average of 2.50 and a 3.00 grade point average in the major/minor program, and consent of the instructor. S/U grading. Fall, Spring, Summer.

**PSYC X92 EXPERIMENTAL COURSES (CCN)****.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors. On demand.

**PSYC X95 SERVICE LEARNING (CCN)****.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading. On demand.

**PSYC X99 SPECIAL TOPICS (CCN)****.5 - 4 S.H.**

Special topics course on a subject of interest in Psychology. Course is designed to explore particular areas of personal interest not covered in present Psychology course content. Courses numbered 199 are intended for freshman, 299 for sophomores, 399 for juniors and 499 for seniors. Instructor and Division chair approval is required. Such courses should be arranged with individual faculty members. On demand.

**SCNC 101 NATURAL SCIENCE****3 S.H.**

A general education course designed for the non-science major. This course is designed to explore the world around us. It leads from astronomy to geology, meteorology, and biology. It incorporates technology through word processing, spreadsheets, electronic presentations, and Internet usage. Research, writing, reading, cooperative learning, and public speaking are emphasized throughout the course. Pre-requisite: None. Co-requisite: SCNC 101L. Fall, Spring.

**SCNC 101L NATURAL SCIENCE LAB****1 S.H.**

A laboratory experience to accompany Natural Science, SCNC 101. It incorporates technology through use of computer programs, the Internet, and provides hands-on experiences in the natural sciences. Pre-requisite: None. Co-requisite: SCNC 101. Fall, Spring.

**SCNC 102 PHYSICAL SCIENCE****3 S.H.**

A general education course designed for the non-science major which includes an introduction to the fundamental behavior of matter and energy. Includes elements of physical and chemical science. Pre-requisite: None. Co-requisite: SCNC 102L. Fall, Spring.



## SCNC-SOC

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### **SCNC 102L PHYSICAL SCIENCE LAB**

**1 S.H.**

A laboratory experience for physical science. Co-requisite: SCNC 102.

### **SCNC 320 SCIENCE FOR ELEMENTARY TEACHERS I**

**3 S.H.**

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-requisites: SCNC 102 and SCNC 102L. Fall, Spring; Summer on demand.

### **SCNC 321 SCIENCE FOR ELEMENTARY TEACHERS II**

**3 S.H.**

This course is an activity based course which builds on the strategies and methods for elementary science instruction introduced in SCNC 320. The content basis for this course is Natural Science. Some content in addition to methodology will be an added component of this course. Pre-requisites: SCNC 101 and SCNC 101L. It is recommended that SCNC 320 be taken before SCNC 321, but SCNC 321 may be taken before SCNC 320 with instructor's consent. Co-requisites: EDUC 301, EDUC 318, EDUC 323, EDUC 324, MATH 307. Fall, Spring.

### **SCNC 480 SCIENCE COMPREHENSIVE (IT CERTIFICATE LEVEL III)**

**1 S.H.**

A capstone laboratory or non-laboratory project. The project is to be initiated during the first semester of the junior year. The student will work with the faculty member to develop a project, which will culminate in a senior paper and a multimedia presentation open to all interested persons. Pre-requisite: Admission to major. Fall, Spring.

### **SCNC 497S INTERNSHIP**

**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Science faculty and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. The maximum number of hours that may be assigned to the major or minor program are determined by the faculty person responsible for the course. Credits may not be applied to the B.S. Ed. degree program except as excess beyond the required and elective credits as listed in this Catalog. Pre-requisite: junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading. Fall, Spring, Summer.

### **SCNC X92 EXPERIMENTAL COURSES (CCN)**

**.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

### **SCNC X95 SERVICE LEARNING (CCN)**

**.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **SCNC X99 SPECIAL TOPICS (CCN)**

**.5 - 4 S.H.**

Open to senior-level students with the background and ability sufficient to pursue areas of special interest. Elementary Science minors are eligible. Some classes will be S/U grading only. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

### **SOC 110 INTRODUCTION TO SOCIOLOGY (CCN)**

**3 S.H.**

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-requisite: None. Fall, Spring.

### **SOC 115 SOCIAL PROBLEMS (CCN)**

**3 S.H.**

An examination of the basic social problems facing the United States: inequality, global, life cycle, deviance, the environment, and the war on terrorism. A look at causes, effects, and potential remedies. Pre-requisite: SOC 110. Alternate years, Fall 2010.

**SOC 130 INTRODUCTION TO HUMAN SERVICES (CCN)****3 S.H.**

This course is designed to explore the different Human Services agencies available to the general population in the county, region, state, and nation. In addition, students will learn assessment strategies, interview strategies, and intervention strategies involving people needing some type of human services for a better quality of life. Pre-requisite: None. On demand.

**SOC 335 MARRIAGE AND THE FAMILY****3 S.H.**

A study of the sociology of marriage and family life, including contemporary changes and challenges. Pre-requisite: SOC 110. Alternate years, Spring 2011.

**SOC 351 SOCIOLOGY OF AGING****3 S.H.**

A sociological study of the aging process within a life course framework. Course includes a look at individual decisions that impact one's own aging, as well as a look at death and dying. Pre-requisite: SOC 110. Alternate years, Spring 2012.

**SOC 355 DRUGS AND SOCIETY****3 S.H.**

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-requisite: SOC 110. Fall.

**SOC 406 CRIME AND DELINQUENCY****3 S.H.**

A study of the nature and extent of juvenile delinquency and adult crime. Analyzes causes, traces steps through the criminal justice system, explores policies to combat crime and delinquency, latest trends, and a look at professional opportunities in the field. Pre-requisite: SOC 110. Alternate years, Fall 2011.

**SOC X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

**SOC X95 SERVICE LEARNING (CCN)****.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of 6 total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

**SOC X99 SPECIAL TOPICS (CCN)****.5 – 4 S.H.**

A special projects course on a topic of interest in Sociology. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

**SOSC 480S SOCIAL SCIENCE COMPREHENSIVE (IT CERTIFICATE LEVEL III)****1 S.H.**

The Social Science comprehensive is a challenging capstone project where the senior student will select at least two social science disciplines to research after attending a series of seminar classes presented by the faculty. The student will then research his project, write the paper, according to the guidelines provided in the seminar, prepare a PowerPoint presentation on their paper and lastly defend the paper to faculty and students using the PowerPoint. S/U grading. Fall, Spring.

**SOSC 497S INTERNSHIP****.5 - 10 S.H.**

This course is an arrangement for placing a student in an office, bureau, or agency in which he or she will obtain useful, on-the-job experience making use of the knowledge and understandings of the social sciences. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Pre-requisite: consent of instructor. S/U grading. On demand.

**SOSC X92 EXPERIMENTAL COURSES (CCN)****.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

## **SOSC-SPAN-THEA**

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### **SOSC X95 SERVICE LEARNING (CCN)**

**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **SOSC X99 SPECIAL TOPICS (CCN)**

**.5 – 4 S.H.**

A special projects course on a topic of interest in Social Science. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

### **SPAN 101 FIRST YEAR SPANISH I (CCN)**

**4 S.H.**

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-requisite: None. Fall; Fall, Spring, and Summer online.

### **SPAN 102 FIRST YEAR SPANISH II (CCN)**

**4 S.H.**

Continuation of SPAN 101. Pre-requisite: SPAN 101. Spring; Fall, Spring, and Summer online.

### **SPAN 201 SECOND YEAR SPANISH I (CCN)**

**4 S.H.**

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-requisite: SPAN 102 or instructor approval. On campus, on demand. Fall, Spring, and Summer online

### **SPAN 202 SECOND YEAR SPANISH II (CCN)**

**4 S.H.**

Continuation of SPAN 201. Pre-requisite: SPAN 201. On campus, on demand. Fall, Spring, and Summer online.

### **THEA 110 INTRODUCTION TO THEATRE ARTS**

**3 S.H.**

This course gives basic orientation and historical perspective to the art of theatre. Students will survey the elements of theatrical production including dramatic styles, acting, directing, design, and technical execution of design, along with the role of audience. Students will participate in MSU theatre activities where appropriate to gain practical experience with the principles they study. Alternate years, Spring 2012.

### **THEA 202S THEATRE PRACTICUM**

**1 S.H.**

This course offers students practical experience in one or more areas of theatre through participation in a Mayville State University Theatre production. Students are required to work at least 15 hours in a technical area and/or rehearse and perform a role on stage. This course may be repeated up to eight (8) semester hours. Pre-requisite: None. S/U grading. Fall, Spring.

### **THEA X92 EXPERIMENTAL COURSES (CCN)**

**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

### **THEA X95 SERVICE LEARNING (CCN)**

**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **THEA X99 SPECIAL TOPICS (CCN)**

**.5 – 4 S.H.**

Individual research problems designed and carried out by the student under the supervision of a faculty member. The course is planned to permit the interested student to examine and study new developments in both forms and influences in modern communication. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

## North Dakota State Board of Higher Education

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## Mayville State University

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To be named	Coordinator of Counseling
To be named	Director of Student Retention Services

### DIVISION CHAIRPERSONS

Nannette Bagstad, Ed.D.	Education and Psychology
Linda A. Baier, M.S.	Business and Computer Information Systems
Donna M. Mark, M.S.	Health, Physical Education and Recreation
Dalton E. McMahon, D.A.	Liberal Arts
Robert D. Miess, Ph.D.	Science and Mathematics

FACULTY DIRECTORY

---

## FACULTY

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B.S., Mayville State University, 2002  
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*Assistant Professor of English*  
B.A., Luther Rice Seminary, 1980  
M.A., University of North Dakota, 2005  
M.Div., Assemblies of God Theological Seminary, 1984  
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B.S., University of North Dakota, 1972  
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M.A., University of Missouri, 1968  
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B.S., Brigham Young University, 1979  
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Ph.D., Auburn University, 1985  
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B.S., Mayville State University, 1984  
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B.A., College of St. Catherine, 1978, certificate in 1989  
M.Ed., University of Minnesota, 1994  
Ph.D., University of North Dakota, 2004  
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**LINDSEY CHIN**

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B.S., Southern Oregon University, 2006  
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*Head Football Coach*  
B.S., Southern Oregon University, 2003  
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BA, State University of New York at Albany, 1993  
MS, University of North Dakota, 2010  
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B.A., Mayville State University, 1999

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M.B.A., University of Mary 2006

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B.A., Sociology, University of North Dakota, 1993

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B.A., University of North Dakota, 2000

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## FACULTY DIRECTORY

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### **SARAH R. KONSCHAK**

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A.A.S., Bismarck State College, 2001

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EMERITI DIRECTORY

---

## EMERITI

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 B.S.Ed., Southwest Missouri State College, 1959  
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 B.S., Minot State University, 1969  
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 B.S., Minot State University, 1962  
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 B.S.Ed., Mayville State University, 1965  
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 B.S.Ed., Mayville State University, 1966  
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 Ph.D., Ohio State University, 1972  
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 1971-1973; 1974-2001

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 B.S.Ed., Mayville State University, 1958  
 M.L.S., University of Oklahoma, 1972  
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 B.S., Minot State University, 1957  
 M.S., North Dakota State University, 1962  
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 1968-1969, SABB; 1969-1997

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 B.S., Bethany College, 1962  
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 Ph.D., North Dakota State University, 1987  
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 B.A., Mayville State University, 1954  
 M.A., University of Northern Colorado, 1957  
 Ph.D., Ohio State University, 1967  
 Mayville State University Employee, 1958-1964;1964-1965,  
 SABB; 1965-1966,1966-1967, L.O.A.; 1967-1998

**HARVEY M. MCMULLEN**

*Emeritus Dean of Men*  
 B.S. Ed., Mayville State University, 1950  
 M.A., University of North Dakota, 1956  
 Ed.D., University of North Dakota, 1966  
 Mayville State University Employee, 1961-1987

**JAMES W. NEILSON**

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 B.S., Northeast Missouri State University, 1954  
 M.A., Northeast Missouri State University, 1955  
 Ph.D., University of Illinois, 1958  
 Mayville State University Employee, 1958-1998

**RONALD L. SEMMENS**

*Professor Emeritus of Education*  
 B.S., Minot State University, 1962  
 M.A., University of North Dakota, 1966  
 Ed.D., University of North Dakota, 1970  
 Mayville State University Employee, 1970-2001

**NORMA M. SVOBODA**

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 B.S.Ed., Mayville State University  
 1976; M.A., University of Northern Colorado, 1978  
 Mayville State University Employee, 1978-1997

**ANTHONY P. THEIN**

*Professor Emeritus of Music*  
 B.A., St. John's University, 1960  
 M.M., Indiana University, 1967  
 Ph.D., University of Minnesota, 1978  
 Mayville State University Employee, 1963-1970;  
 1970-1971, L.O.A.; 1971-2000

**MICHAEL S. WORNER**

*Professor Emeritus of Education*  
 B.S., Moorhead State University, 1965  
 M.Ed., University of North Dakota, 1969  
 Ed.D., University of North Dakota, 1976  
 Mayville State University Employee, 1987-2003

**ROBERT W. WYMORE**

*Professor Emeritus of Physics*  
 B.S.Ed., Mayville State University, 1957  
 M.A. Colorado State College of Education, 1961  
 Mayville State University Employee, 1962-68;  
 1968-89, SABB; 1969-1993

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