

**ACADEMIC CALENDAR**

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FALL SEMESTER, 2008

August 25	Orientation/Registration CLASSES BEGIN at 4:00 PM
September 1	Labor Day – no classes
September 3	Last day to register or add a class. Last day to drop a class without a record
September 19	Application for graduation due for spring and summer (\$25 late fee beginning Sept. 22nd)
November 11	Veterans Day – no classes
November 14	Last day to drop a class or withdraw from school
November 27-28	Thanksgiving – no classes
December 1	Classes resume
December 15-19	Final Examinations
December 23	Grades are due at 12:00 Noon

SPRING SEMESTER, 2009

January 12	Orientation/Registration CLASSES BEGIN at 4:00 PM
January 19	Martin Luther King – no classes
January 22	Last day to register or add a class. Last day to drop a class without a record
February 6	Applications for graduation due for summer and fall (\$25 late fee beginning Feb. 9th)
February 16	President's Day – no classes
March 16-20	Spring Break
March 23	Classes resume
April 9	Last day to drop a class or withdraw from school
April 10-13	Easter - no classes
April 14	Classes resume
May 11-15	Final examinations
May 16	Commencement
May 19	Grades are due at 12:00 noon
May 25	Memorial Day

SUMMER SESSION – 2009

Traditional 6-Week Session

June 1 – July 10, 2009

(No classes July 3rd)

10-Week Session

May 25-July 31, 2009



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FALL SEMESTER, 2009

August 24	Orientation/Registration CLASSES BEGIN at 4:00 PM
September 2	Last day to register or add a class. Last day to drop a class without a record
September 7	Labor Day – no classes
September 18	Application for graduation due for spring and summer (\$25 late fee beginning Sept. 21st)
November 11	Veterans Day – no classes
November 13	Last day to drop a class or withdraw from school
November 26-27	Thanksgiving – no classes
November 30	Classes resume
December 14-18	Final Examinations
December 22	Grades are due at 12:00 Noon

SPRING SEMESTER, 2010

January 11	Orientation/Registration CLASSES BEGIN at 4:00 PM
January 18	Martin Luther King – no classes
January 21	Last day to register or add a class. Last day to drop a class without a record
February 5	Applications for graduation due for summer and fall (\$25 late fee beginning Feb. 8th)
February 15	President's Day – no classes
March 15-19	Spring Break
March 22	Classes resume
April 2-5	Easter - no classes
April 6	Classes resume
April 9	Last day to drop or withdraw from school
May 10-14	Final examinations
May 15	Commencement
May 18	Grades are due at 12:00 noon
May 31	Memorial Day

SUMMER SESSION – 2010

Traditional 6-Week Session

June 1 – July 12, 2010

(No classes July 5th)

10-Week Session

May 24-July 30, 2010



General Information

HISTORY

Mayville State University is one of North Dakota's original colleges, since its establishment was provided 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 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 new 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 1970's, the university established programs in business and computer information systems. In the early 1980's 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. All credits transfer to North Dakota universities as well as other leading universities in the nation.

Mayville State University has recently added degrees in Clinical Laboratory Science and Early Childhood Education/Early Elementary 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 and Bachelor of Arts degree in Early Childhood programs are both online. See www.mayvillestate.edu/owl.

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. Forget about waiting to use an old-fashioned computer lab, every classroom at Mayville State University has wireless network and/or Internet connectivity, as well as the library, dorm rooms 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. Every four-year student at Mayville State University earns 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 the major policy 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 channel until the communication problem has been resolved: 1) instructor, 2) respective division chair, 3) Vice President for Academic Affairs, and 4) the University President.

ACCREDITATION

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

UNDERGRADUATE CATALOG DISCLAIMER

Catalogs and bulletins are prepared for the purpose of furnishing 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 at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the university. The MSU website is the official document for any changes or updates to the MSU Catalog.





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 Mayville students within a 45 minutes drive of Grand Forks and Fargo, where major bus, rail,

and air transportation are available. Winnipeg, Canada, and Minneapolis, MN, an afternoon drive, 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 16 major buildings. The major academic buildings are 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 plant. In 2004, a new Health and Wellness Center was added to the recreational complex to be used by MSU students as well as community members.





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, and Bachelor of University Studies. Each requires satisfactory completion of a minimum of 120 semester hours of college courses. Also available is the four-year degree for the Bachelor of Applied Science that 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 Ed/Early Elementary Ed (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.*

† *Coursework in this major is also available at a distance. See www.mayvillestate.edu/owl*

NON-TEACHING MAJORS

Administrative Office Management (B.S.)

Applied Psychology (B.A.)

Biology (B.S.)

Business Administration (B.S.) †

Business Administration (B.A.S.) †

Chemistry (B.S.)

Clinical Laboratory Science (B.S.)

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.)

Social Science (B.A.)

Sports Management (B.S.)

University Studies (B.U.S.)

† *Coursework in this major is also available at a distance. See www.mayvillestate.edu/owl*

MINORS

Accounting

Biology/Biology Education

Business Administration

Chemistry/Chemistry Education

Coaching

Computer Information Systems

Developmental Adapted Physical Education

Early Childhood Education

Education Technology

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 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.)

Secretarial Science (A.A.)

Early Childhood Associate (A.A.)

Professional Program Information and Website 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 websites for these programs are printed in the Degree Programs section of this catalog.

Chiropractic

Criminal Justice

Dentistry

Engineering

Law

Medical

Clinical Laboratory Science

Mortuary Science

Nursing

Optometry

Pharmacy

Physical Therapy

Veterinary Science



Admissions Procedures

ADMISSIONS PROCEDURES

1. Request an application for admission from the:

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

You may also contact Enrollment Services at 1-800-437-4104 or admit@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 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 listed below.

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 Enrollment Services 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. Click on *Admissions*. Click on *Apply Online*. Then complete the admissions information document. Click on *send* to send your preliminary application document to the Admissions Office.
2. Follow steps 2 through 6 under admissions procedures for new students above. This includes submitting the \$35 application fee. Once your admission file is complete, an admission decision will be made and communicated to you electronically if possible or by regular mail.
3. Be prepared to sign your application document on campus during registration for classes.

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





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 will 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 Enrollment Services 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 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 Academic Records has not received such documentation by the third 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 At the conclusion of the semester in which the total number of institutional and transfer hours attempted reaches 24 semester hours; and,
- 2.00 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,

each transfer student 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.

Academic probation, an existing suspension order, or disciplinary action by another school is honored.

TRANSFER CREDIT POLICY

Mayville State University only accepts transfer credit from regionally recognized accredited institutions of postsecondary education. All credit hours earned from the institutions that meet this criterion are accepted in transfer towards graduation degree credit hours. The application of these hours to the degree requirements of Mayville State University is the responsibility of the faculty.

The Director of Academic Records evaluates transfer credits according to Curriculum Committee approval and in consultation with appropriate faculty. Students who are dissatisfied with course equivalency determinations may consult the Director and the Division Chair involved, in an attempt to more precisely define equivalencies or identify appropriate substitutions.

If a course does not appear on the transfer evaluation under general education or the major/minor, it will be applied as an elective towards 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 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 course work 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.

Graduation requirements for Transfer Students:

1. To adhere to North Dakota State Board of Higher Education policy, a transfer student from a two-year institution must earn a minimum of 42 semester hours from an approved four-year institution in order to be granted a four-year degree. Therefore, a maximum of 86 semester hours may transfer to Mayville State from two-year institutions.
2. At least 36 semester hours must be completed at the upper division courses (300-400 level).
3. Transfer students must complete approximately one-fourth (1/4) of their major and minor course work while in residence through Mayville State University if they intend to graduate from Mayville State.
4. A degree is granted only to students who have enrolled at Mayville State University for two semesters and who have earned at least 30 semester hours in residence, and are in residence the term the degree is conferred.
5. Transfer students must meet the Institutional requirements in HPER and the IT Certificate Program unless specifically exempted by their advisor, the chair of Business and CIS, and the Vice President for Academic Affairs.

Note: Further graduation requirements are listed under "Graduation Requirements" in the ACADEMIC INFORMATION section of this catalog.



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 website at 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 and a processing fee of \$100.
2. Any applicant whose official language is not English is required to complete satisfactorily the Test of English as a Foreign Language (TOEFL) <http://www.toefl.com> with a minimum score of 525 on the paper-based, 195 on the computerized-based, or 71 on the internet-based version of the test to be considered for admission to Mayville State University. English proficiency may also be met through satisfactory completion of Levels 101-109 of English as a Foreign Language at an ELS Language Center. For more information contact www.els.com.

Applications for TOEFL testing are made by contacting the agency at: TOEFL, Educational Testing Service, Princeton, NJ 08540, U.S.A or through their web site at www.toefl.org. Mayville State University's code number for the TOEFL test is #6478.

International students required to submit TOEFL scores who do not meet the required minimum score may be considered for admission through an admission appeal process.

3. If English is the official language of the applicant's home country, either the ACT (American College Test) or the SAT (Scholastic Aptitude Test) scores are required.
4. 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 applicant expects 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 Office by appropriate deadlines. 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.

5. 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 Academic Records if they are recorded in English. Academic records in any other language must be sent (directly by all institutions attended) to an evaluation service used by Mayville State University.

World Education Service (WES) www.wes.org and Academic Credentials Evaluation Institute, Inc. (ACEI) www.acei1.com are authorized to evaluate all non English transcripts for Mayville State. A course-by-course report is required and the fee for this service is the responsibility of the student and is paid directly to the evaluation service.

All documents (including national exams) 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 Mayville State University, 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.

6. All international students are required to maintain 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.
7. International students who are applying for admission as a transfer student from another United States college or university are also required to complete an International Student Transfer form, Financial Statement, and receive permission from the transferring institution to allow the SEVIS I-20 transfer. These students will be subject to the same admission standards that govern US transfer students. If an applicant has less than 24 semester hours in transfer, the admission status will be that of a freshman.
8. International students who are graduates of American high schools and who apply for admission will follow normal procedures for US citizens; i.e. submit high school transcript with proof of graduation, evidence of completion of the College Prep courses, and ACT/SAT scores.
9. Residents of certain foreign countries who enroll at Mayville State University must provide documentation of tuberculosis (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.

10. Any international student enrolled in a course offered for credit at Mayville State University must provide documentation of immunity against measles, mumps, and rubella in accordance with NDUS policies and procedures.
11. After all the above documents and payments have been received and reviewed, the applicant will be notified of the admission decision.

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 and a non-refundable application fee of \$35.
2. An International Student Financial Statement.
3. Official 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 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 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 SEVIS I-901 fee, go online at 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

individual 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 he 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.¹** Tuition and fees may be changed by the Board of Higher Education or by the State Legislature at any time. Mayville State University is a state-supported 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 2008 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:	\$1992.50	\$166.04
Minnesota Resident:	\$2,121.00	\$176.75
Reciprocity Rate for:		
South Dakota, Montana, Saskatchewan, and Manitoba	\$2,490.50	\$207.54
Non Residents:		
International	\$5,319.50	\$443.29
WUE Residents * Canadian Provinces (not Sask or Mant.)***	\$2,988.50	\$249.04
MHEC**	\$2,490.50	\$207.54
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.....\$253.00 PER CREDIT TUITION/FEES

Dual Credit.....\$205.00 PER CREDIT TUITION/FEE

Students taking less 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

¹ Unless other arrangements have been made with the Business Office.

**THE FOLLOWING ARE MISCELLANEOUS FEES:***(Assessed only as required)*

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

APPLICATION FEE (Non-refundable) Required of all new students, regular or special who register for credit	\$35.00
AUDITING COURSE FEE (Per Semester hour)	One-half of regular hour charge
CLEP SERVICE FEE (Per course)	\$15.00
CONTINUING EDUCATION FEE Not to exceed the regular per credit hour charge.	Variable
CORRESPONDENCE FEE Non-refundable/Per Semester hour	Regular per credit hour charge
COURSE CHALLENGE FEE 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
INDEPENDENT STUDY plus delivery charge of \$60.00 per credit hour charge.	Regular per credit hour charge
LABORATORY FEE For designated courses.	\$15.00 to \$145.00 per course
LIFE EXPERIENCE CREDIT	FT student – 50% in-state tuition Less than FT Students – 50% of in-state tuition <u>PLUS any required fees.</u>
MUSIC FEE	Regular per credit hour charge plus \$50.00
DEFERRED PAYMENT AGREEMENT	\$50.00 non-refundable
LATE PAYMENT PENALTY	\$100.00
RE-ENROLLMENT FEE	\$100.00
LATE FEE	1% after 60 days

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.

BOARD (Per Semester)		ROOM (Per Semester) (Double and Single Rooms include telephone)	
5 meal/7 Day Board Contract	\$598.00	Single Room – Agassiz	\$1,155.00
10 meal/7 Day Board Contract	\$1,196.00	Double Room – Agassiz	\$865.00
14 meal/7 Day Board Contract	\$1,271.00	Single Room – Berg, Birkelo	\$1,050.00
		Double Room – Birkelo	\$760.00
		Deposit	\$50.00
		Residence Hall Association Fee	\$5.00

HOUSING UNITS*(Per Month)*

Berg Hall		Family Housing	
Apartments	\$363.30	Two Bedroom Apartments	\$341.25
Deposit	\$50.00	Three Bedroom Apartments	\$367.50
		Deposit	\$300.00



LATE FEES

(Subject to Change without Notice)

Payment of fees for each term will be the 13th and 14th class day of the term. Balances must be paid at this time. If a student does not pay by the end of the 4th week of the term, a \$100.00 late payment penalty will be assessed. This will be assessed to all students with a balance. Students who are waiting on Financial Aid must have it COMPLETED in its entirety to have the late payment penalty waived. If the full balance (including late payment penalty) is not paid by the end of the 5th 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 (6th week) to get the balance paid in full, plus an additional \$100.00 re-enrollment fee to get back into school. Failure to meet the requirements during the 6th week will result in the continued withdrawal for the term.

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 prorated 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.

Percent of Enrollment Period

Completed (actual calendar days including weekends)

Tuition and Fees Unearned

0 – 8.999%	100%
9.000% - 34.999%	75%
35.000% - 59.999%	50%
60.000% - 100.000%	0%

Percent of Enrollment Period – Weeks of the Regular Regular Term Charges

Room and Other Charges Unearned

Board Charges Unearned Board

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.

ROOM AND BOARD

Room/board refunds are calculated on a pro-rata basis as shown in the chart above.



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 forces or a member of a North Dakota national guard unit;
5. A spouse or a dependent of a full-time active duty member of the armed forces or a member of a North Dakota national guard unit;

6. A spouse or dependent of an employee of any institution of higher education in the state;
7. The spouse of any person who is a resident for tuition purposes;
8. Any other person who was a legal resident of this state for at least three consecutive years within six years prior to the beginning of the academic term; 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 Drivers License AND one of the following items must be brought with for proof of 12 months of continuous residency:

- Affidavit from current landlord or employer,
- Twelve months of utility bills,
- 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 the financial resources of you and your family. 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 you 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, housekeeping expenses are all used in determining financial need, and these items vary from year to year. A student must re-apply each year for financial assistance.

The federal government requires each post-secondary 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, Federal Stafford Loans, and Federal Unsubsidized Stafford loans. As a matter of policy, Mayville State also recommends a need analysis for the Federal 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 Stafford Loans, Federal College Work-Study, Federal Perkins Loans, Federal Supplemental Educational Opportunity Grants, State Student Incentive Grants, Federal Unsubsidized Loans, Federal Parent Loans for Undergraduate Students (PLUS), the Income Contingent Loans, 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 at Mayville State University.
2. Parents and students should complete the United States Federal Tax Return as quickly after January 1st 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 or
 - Print a paper FAFSA in PDF format at www.FederalStudentAid.ed.gov or request a copy by calling 1-800-433-3243. This form must be completed and mailed to the FAFSA processor as indicated on the form.
 - Returning students will receive a renewal reminder by email 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. Up to ten (10) schools or agencies may be listed to whom the student would like the results of the processed FAFSA sent to.



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 email instructing you to review the processed FAFSA information on a Student Aid Report (SAR) at www.fafsa.ed.gov. The information should be checked carefully and any necessary corrections made. If corrections are made, the SAR must be 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 website 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 that best meets 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 needs analysis.

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

2008-2009 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
Tuition	\$3985	\$4242	\$4981	\$5977	\$10639	\$3985
Comp. fees/Student Fees	\$1669	\$1669	\$1669	\$1669	\$1669	\$1669
Room	\$1730	\$1730	\$1730	\$1730	\$1730	\$2600
Board	\$2542	\$2542	\$2542	\$2542	\$2542	
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Pers/Misc/Transportation	\$2800	\$2800	\$2800	\$2800	\$2800	\$2800
Total	\$13,526	\$13,783	\$14,522	\$15,518	\$20,180	\$11,854

Tuition/Fees per credit hour - \$ 235.59 (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 catalog section.

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



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

1. A student attains independent status when he/she meets one or more of the following criteria:
2. Attains age 24 before January 1st of the first calendar year of the award year,
3. Veteran of the U.S. Armed Forces,
4. Graduate or professional student,
5. Married as of the date he/she applies,
6. Ward/dependent of the court,
7. Has legal dependents other than a spouse, for which the student currently provides more than 50% of support,
8. Is an orphan,
9. Currently serving on active duty for purposes other than training

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 reestablished.

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 that attain at least a 2.00 term GPA but remain below the required 2.00 cum 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 calculations of term and cumulative GPA, attempted and earned credit hours for 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 towards 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 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 and thus fails to make satisfactory progress may appeal to reestablish financial aid eligibility.

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. 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 1, 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 four credits, demonstrate financial need, and meet the federal eligibility requirements.

For the 2008-2009 academic year awards range from \$890 to \$4,731 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 full-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)

National Smart Grant does not need to be repaid. This grant is for undergraduates receiving Pell grants, who are U.S. citizens enrolled full-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. If the student fails to complete the four-year teaching obligation within eight years of finishing the program they 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 Mayville State University offers the Math Education and Science Education majors that would 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.

FSEOG's 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.



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 STAFFORD LOAN

Federal Stafford Loans are government-subsidized loans available to students through financial institutions. These loans are insured by a state or private guarantee agency.

Federal Stafford 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 Stafford Loan.

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

A fee is normally charged to the borrower and is deducted from your loan amount before you receive it; the origination fee. At present this fee of 0% - 3% varies by lender and is subtracted by the lender from the total loan before the funds are disbursed.

Beginning July 1, 2008, all borrowers qualified for the fixed interest rate set at 6.00%.

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 UNSUBSIDIZED STAFFORD LOAN

The Federal Unsubsidized Stafford 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 Stafford Loan program.

The interest rate is the same as the Federal Subsidized Stafford Program.

The interest on a Federal Unsubsidized Stafford 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 Stafford borrowers.

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

Unsubsidized Stafford Loans are made throughout the United States and lenders are allowed to deduct 0% - 3% 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 PARENT LOANS FOR UNDERGRADUATE STUDENTS

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

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

NORTH DAKOTA STATE STUDENT INCENTIVE GRANT (SSIG)

The North Dakota State Student Incentive Grant 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 a North Dakota resident enrolled full-time in a qualified institution of post-secondary education within North Dakota. The University System Office in Bismarck makes the awards. Students that have a completed and processed FAFSA by March 15 will be considered for the SSIG.

Currently the grants are for \$800 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 coordinates 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 percent beginning one year after graduation or 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 veteran's 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 non-prior service personnel may sign an enlistment contract to serve with the National Guard. Contact the local Guard Unit for further information.



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 that fail all of their enrolled credits for a semester will be evaluated as a student that 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:

Federal Unsubsidized Stafford Loan

Federal Subsidized Stafford Loan

Federal Perkins Loan

Federal PLUS Loan

Federal Pell Grant

Academic Competitiveness Grant

National Smart Grant

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 scholarships offered annually 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 when awarding an academic scholarship. The Financial Aid and Scholarship Committee has the authority to approve the awarding of all scholarships that are issued by the Mayville State University Foundation.

Participation scholarships are based on the student's high school or college success. The participation awards or 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 and Scholarship Committee by a specific department or individual faculty member.

Any scholarship that is renewable must have a completed application on file **each** year. It is the student's responsibility to complete a new application form on a timely basis.

A list of scholarships available, the scholarship applications, and additional information can be found on the Mayville State University website: www.mayvillestate.edu/cost/scholarships or by contacting the Enrollment Services office.

Applications for scholarships must be submitted by February 15 of each year for priority consideration.



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 is a freshman hall that has separate men and women's wings joined by a common lounge. This is the newest residence hall on the campus and features a large recreation area in the basement level. Board plans are required for all freshman residents.
2. Birkelo Hall houses upper class men (sophomore, junior, or senior status) in a three story, traditionally styled hall. Single rooms and large corner rooms are predominant features of this building. An optional board plan is also a feature of this hall.
3. Berg Hall is designated for upper class students of sophomore, junior or senior status. It features single rooms and an optional board plan. Those upper class students who have previously lived in a MSU residence hall have priority for vacancies in this hall. Berg Hall also features newly renovated apartments,

which are partially furnished and available to sophomore, junior, or senior students or those 21 or older.

Each residence hall room is furnished with ample closet space, single beds, and 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 daily janitor service provided for all hallways, lounges, and other public areas. Each residence hall also provides laundry and ironing facilities for their residents. Added room accommodation features include wiring for cable television and computer networking.

Any student is welcome to reside in the institution's residence halls, regardless of their age or class status. **All freshmen and sophomore level students who are less than 21 years of age are required to live on campus in an approved residence hall.** Students who live in a traditional hall are required to take part in an approved Board plan. Students residing in an upper-class hall may choose an optional Board plan.

The following categories of students are exempt from the above 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 2 semesters (3 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 students who are living at home with their parents or legal guardian. This is the only exemption allowed for students in their first year of enrollment unless they meet an exemption outlined in 1 – 5 above. Documentation: Parents of eligible freshmen should contact the Director of Housing by phone or in person to verify that their son or daughter will reside at home.
7. Sophomore students with 24 earned semester credits and a cumulative grade point average of at least 2.25 who have provided a parental request for an off campus housing exemption. Documentation: A signed statement from the parent or legal guardian requesting an exemption for the student. This statement must be submitted before the student moves from campus housing.

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 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 Main Building. 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.

If a student is found not to be in compliance with the housing policy and is not eligible for an exemption; and/or has not successfully appealed a previous decision, he/she will be notified by the Housing Office and will be expected to move into an approved campus housing unit within a reasonable period of time (usually 4 weeks). Should a student not comply with this expectation, the following actions will be taken:

1. The student will be automatically billed for the cost of a double room and possibly a 14-meal board plan for the current term. These charges will be added to the student's outstanding accounts with the Business Office and must be paid within a reasonable period of time as determined by that office.
2. The student's registration form will be held. The student will not be allowed to pre-register or residually register for any subsequent term until they are in compliance with the institutional housing policy.
3. A student may be required to reside in on campus housing for a period of time to fulfill his/her obligations.

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 Residence Hall Handbook, located on the Mayville State Home Page. 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.

All students living in Agassiz Hall are required to make contractual agreement for room and board. Berg Hall and Birkelo Hall upper-class residents have an **optional** board plan choice. Room contracts offer single or double options and must be accompanied by an annual, non-refundable room reservation fee which will be deducted from room charges during the appropriate semester's billing. It is recommended that the reservation fee be paid by August 1 in order to assure a student's request. Board contracts offer options based on current plans negotiated with Mayville State University Food Services. All contracts are considered legal and binding. Refunds for Room and Board contracts are in effect for the entire term and any changes in Board options and/or single/double room accommodations must be made prior to the payment of fees and tuition each semester. Room and Board contracts do not include university vacation periods when school is not in session.



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 CARE AND HEAD START

The Child Development Center provides the foundation for programs meeting two general goals: to provide comprehensive services for children and families; and to provide a learning environment for Mayville State University students. Both goals are accomplished through the Child Development Center offering comprehensive Head Start and Child Care services to children six weeks to six years and their families and by providing a hands-on-training environment conducive to the needs of Elementary Education and Early Childhood students. The Child Development Center prides itself in the top quality services provided to the community and Mayville State University students.

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 SAC and all campus organizations on the development, organization and implementation of student activities.

The Student Activities Council (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

Students entering Mayville State University are encouraged to enroll in our First Year Experience Seminar, PSYC 100 – Seminar on Success (SOS). This class gives students the opportunity to connect with other new students entering this university and help students become acclimated to the campus and community. The students in the seminar classes will also take another linked course to provide a unique opportunity to connect learning. For freshman students enrolled in the seminar, your advisor will also be your instructor so you will have numerous face to face opportunities to develop that relationship and receive guidance.

Students admitted at the associate level are required to participate in the seminar as a condition of their admission. 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); effective study strategies; etc. Additional services and accommodations are available for students with documented disabilities. The Academic Support Service office is located in the Classroom Building, CB 109. A class in Academic Skills Development is available for credit.

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 the Counseling Center in CB 115D.





CAREER DEVELOPMENT

CAREER SERVICES

Career Services, located in Classroom Building 116, 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, computer exploration programs, seminars, and one-on-one career advisement. A library of career and graduate/professional school information is available to all students via the campus network. 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.

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.

The staff of Career Services coordinates all on-campus student employment, as well as part-time off-campus employment for students.

Career Services offers workshops on a variety of topics related to career exploration, graduate/professional school information, and job search strategies. Videotapes, DVD's and books are available for student use in preparing for a job search. 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. These include credential service; registration materials for GMAT, GRA, ODAT, LSAT, MCAT, etc.; Job/Career Fairs, on-campus job search events, etc. Career Services maintains a web site at 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 normally 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 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. **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.**

The Internship staff also assists students with job-seeking skills including cover letter, resume development and interview techniques. Students also have access to the resources of Career Services.

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 still a student.

The TCTC works closely with local and state economic developers, as well as federal business assistance agencies, to provide resources necessary to begin a successful business.



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

More information can be found at 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 free book and software 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.

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, hot breakfast, continental breakfast, lunch and dinner are available Monday through Friday. Brunch and dinner are available weekends. 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.



HEALTH AND WELLNESS SERVICES

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 (Main Building, 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
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 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 Website at the following address: www.mayvillestate.edu/About_MSU/Policies_Reports.cfm. It may also be obtained, upon request, in printed copy from the Student Services Office in Main Building 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

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 on campus of 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 Athletics 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 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 Staff	Admissions & Advising
Credential File	Director of Career Services	Career Services Staff	Job Placement
Permanent Academic Records	Director of Academic Records	Academic Advisors Academic Records Staff	Academic Evaluation
Advising File	Director of Academic Records	Academic Advisors	Student Evaluation & Advisement
Student Accounts	Vice President for Business Affairs	Business Office Staff	Accounting
Student Financial Aid File	Director of Financial Aid	Financial Aid Staff	Administrative & Record Keeping
Transcript Requests	Director of Academic Records	Academic Records Staff	Administrative
Veteran Files	Director of Veterans Affairs	Student Services	VA Counseling & 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 or appear in the local directory without that student's consent.

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 test 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; identify students on Dean's List and Academic Probation, maintain and implement the Student Academic Assessment Report; determine athletic eligibility; determine eligibility for teacher education, student teaching, and internship; and certify graduates for teacher certification. The office also handles commencement, and the printing of publications, such as class schedules and the commencement program.

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





Information Technology

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 email, 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 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.

SOFTWARE LICENSING AND DISTRIBUTION

MSU obtains institutional site licenses for a variety of professional software. Microsoft Office Professional and antivirus software is 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 CONNECTIONS

Campus Connections is a North Dakota University System administrative computing service that provides all students with internet access to class registration, class schedules, grades, [fee statements](#), and [financial aid award statements](#).

INTERACTIVE VIDEO SERVICES

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



TABLET COMPUTERS

Every full time, on-campus student is issued a Tablet computer for the entire semester. All other part time students and distance learners can get access, as follows:

- Part time, on-campus students... have several options for gaining access, including the following: 1) checkout 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 IT 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 a summer session of six weeks. 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 representing 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. Courses that are part of a formal collaborative agreement with Mayville State University are also considered to be in residence.

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 Advisor and Division Chair. Students who have not graduated after the six years, from the time the student first enrolls at Mayville State University, will be subject to curricular requirements stated in the most current catalog.

Course substitutions are rarely approved. When substitutions are allowed, however, approval of the faculty advisor, Division Chair of the course involved, and the Vice President for Academic Affairs is required. 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 be graduated. An announcement will give specific dates when such applications are to be filed each term. If a student is absent at the time set for this purpose he/she must arrange to file his/her application, by mail if necessary, within the time specified above. 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.

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 for the Associate of Arts degree must meet all the graduation requirements listed below except Rule #7.
4. 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 AA 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 for being certain their course work fulfills requirements for the major/minor in their designated degree.
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 for the degree must be in residence during the semester in which the degree is conferred. Only one degree program may be pursued at any given time.
4. 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.
5. Candidates must complete all the general education course requirements with a GPA of at least 2.00.
6. Candidates must earn at least a 2.00 GPA for each major and minor field of study as well as any concentration or specialization area granted. (Some major and minor programs have a higher GPA requirement.)
7. Candidates who have attended a two-year institution



must earn a minimum of 42 semester hours from an approved four-year college or university.

8. All transfer students must complete a minimum of one-fourth (¼) of the course work required for the major, minor, specialization or concentration from Mayville State University.
9. One-fourth (¼) of the credit hours required for a major, minor, specialization or concentration must be unduplicated courses.
10. Advisor and division chair approval required.
11. 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 one-fourth (¼) of the course work must be completed from Mayville State University.
12. Every student with the exception of the B.A.S. degree seeker must satisfactorily complete all institutional graduation requirements prior to graduation. For a list of requirements, see the "Institutional Graduation Requirements" section of this catalog.

If a candidate for graduation has any deficiency or is lacking honor points at the time set for filing his/her application for graduation, his/her name will not be included in the list of graduates on programs or invitations; however, if the deficiency is removed before commencement day, the student will be permitted to be graduated and to participate in all graduation activities as soon as his/her record is clear. On the other hand, a student whose name may appear on the list of prospective graduates may be denied the privilege of graduation at any time prior to commencement if his/her class work should prove unsatisfactory or if his/her conduct should be such as to warrant the withdrawal of that privilege. No student who fails to meet the requirements for graduation will be permitted to participate in the commencement ceremony, because that ceremony is an integral and public part of graduation.

Teacher education students who have completed all other requirements and who also complete the student teaching experience prior to the conclusion of the semester may be allowed an early graduation. Students enrolled in any course that officially extends to the end of the semester are not eligible for early graduation. Applications for early graduation are available in the Academic Records Office. Applications must be approved by the Director of Student Financial Aid, the Vice President for Business Affairs, the Director of Library Services, the Registrar and the Faculty Association. The date of graduation will be the date when all approvals have been secured.

COMMENCEMENT PARTICIPATION POLICY

In an effort to allow students a more convenient access to a commencement ceremony, a student 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 six credit 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 all general education courses have not been completed before transferring, courses will be applied to the general education requirements at any NDUS institution and the student will be required to complete all general education courses at the transfer institution.

COMMON COURSE NUMBERS

All universities and colleges in the North Dakota University System (NDUS) have agreed on Common Course Numbers (CCN's) 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.



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 as having 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 course work 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.

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. Specifically, the general education requirement is intended to provide the student a liberal education that encourages the development of informed involvement in the changing world, to develop appreciation of 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 designed on the list of general education course requirements that follow (e.g. ND: ENGL). For more information and/or questions about the NDUS Transfer Agreement, contact the Registrar at Mayville State University or any other NDUS institution.

English	6 hours
ENGL 110-Composition I (3)	
ENGL 120-Composition II (3)	
Speech	3 hours
COMM 110-Fundamentals of Public Speaking (3)	

Computer Information Systems	1 hour
CIS 200-Computers in Society (1)	

Humanities	6 hours
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)	
Social Science	6 hours
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 I (3)	
HIST 102-Western Civilization II (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)	
Humanities/Social Science	3 hours
PLUS three additional hours from the Social Science or Humanities areas listed above.	

NOTE: One full year of collegiate Spanish (generally 8 hours) will satisfy three hours of Social Science or Humanities requirements.

Mathematics	3 hours
MATH 103-College Algebra (3)	
MATH 105-Trigonometry (2)	
MATH 165-Calculus I (4)	
Science	4 hours
<i>Minimum of one lab science course is required.</i>	
AST 150-Meteorology (4)	
BIOL 111-Concepts of Biology (4)	
BIOL 150-General Biology I (4)	
BIOL 151-General Biology II (4)	
BIOL 220-Anatomy and Physiology I (4)	
BIOL 221-Anatomy and Physiology II (4)	
CHEM 121-General Chemistry I (4)	
CHEM 122-General Chemistry II (4)	
GEOL 115-Introductory Geology (4)	
PHYS 110 - Introductory Astronomy	
PHYS 211-College Physics I (4)	
PHYS 212-College Physics II (4)	
PHYS 251-University Physics I (5)	
PHYS 252-University Physics II (5)	
SCNC 101-Natural Science (4)	
SCNC 102-Physical Science (4)	
Mathematics/Science	4 hours
PLUS four additional hours from the Mathematics or Science areas listed above.	

TOTAL 36 hours

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

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. Students transferring into Mayville State University should visit with respective academic Division Chairs regarding appropriate substitutions for IT Certificate course work. The IT Certificate requirement may be waived for transfer students due to extenuating circumstances. If waived, no IT Certificate is earned and no reference will 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.

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 respective 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 transcript. 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.

COMM and ENGL Courses – 6 credits

- COMM 110 – 3 credits and COMM 104: Electronic Communication
- ENGL 120 – 3 credits and ENGL 106: Electronic Research

COMM 104 will be waived if a student transfers in COMM 110 or took it as a dual credit course. ENGL 106 will be waived if a student transfers in ENGL 120 or took it as a dual credit course.



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 provide students opportunities to demonstrate a higher level of learning and/or application of relevant IT competencies. The Level III Competencies are located in the MSU Assessment Plan. Courses that qualify for Level III are designated in the course descriptions.

TOTAL CREDITS = 16 Credits

ACADEMIC STANDING

The grade point average 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. Each enrolled student, however, is considered in good standing.

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 at the conclusion of fall or spring semester is automatically placed on academic probation and is informed of this action in writing. Academic probation is a formal warning. Failure to meet the minimum satisfactory level of academic performance may result in the loss of good standing status, but placement on academic probation is not a prerequisite for academic suspension. Students are subject to suspension without regard to whether or not 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 (except summer session). The suspension policy also requires students to achieve institutional grade point averages at or above the following:

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

Failure to meet the above standards will result in academic suspension, usually for a period of one year.

Attempted credits include all courses on a student's record (except withdrawals), including repeated and no credit courses, "F's", incompletes, etc. Students who are subject to suspension are eligible to continue enrollment at Mayville State University if they attain a semester term GPA of 2.00. Students who are suspended from the University for failure to meet the academic standards are notified of their status in writing. Students who have been suspended may appeal the suspension to the Admissions and Academic Standards Committee.

Transfer and returning students must meet the above academic standards for admission to the University. Once admitted, however, each transfer student 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.



CLASSIFICATION OF STUDENTS

REGULAR STUDENTS

Regular students are those who have satisfied entrance requirements, are duly enrolled as full-time students, and are pursuing 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**.

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

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.

SPECIAL STUDENTS

A special student is not a candidate for a degree, but one who has evidenced competence to undertake a college program of studies. The work done by special students cannot be counted toward a degree until all entrance requirements have been satisfied.

AUDITOR

An auditor is one who may attend lecture-type classes as a listener without the privilege of participation in regular class exercises. Auditors do not complete assignments or projects, participate in discussions, receive handouts, or take periodic or final tests. Activity type classes, e.g., swimming, computer, slimnastics, etc. cannot be audited.

An auditor may register on a “space available only” basis with approval from the Academic Records Office. The last day to enroll in a class as an auditor is the same date as the last day to register or add a class.

An audit fee is one-half of the regular tuition rate. 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 Academic Records Office. A student may earn up to 30 semester hours of prior learning credit, including Advanced Placement credit.

ADVANCED STANDING CREDIT

Credit by examination (Advanced Standing) for Mayville State courses is available in some of the programs. Interested students should consult with the discipline faculty involved to determine if this option is available. 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. The last day to register for credit by examination is the same as the last day to register or add a class.

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.

Mayville State University will permit thirty semester credit hours toward any four-year program, including CLEP and/or life experience credits. 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 \$50.00 fee to ETS/CLEP for each examination completed. In addition, a \$15.00 fee for each examination must be paid to the institution. Contact Student Services Office in Main Building 107 for additional information about CLEP.



Common Course Numbering		AP			CLEP		
Prefix/Number	Title	Examination	Minimum Score	Credit Hours	Examination	Required Score	Credit Hours
Composition and Literature							
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
Foreign Languages							
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
Humanities							
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			
Social Sciences and History							
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			
Common Course Numbering		AP			CLEP		
Prefix/Number	Title	Examination	Minimum Score	Credit Hours	Examination	Required Score	Credit Hours
Social Sciences and History							
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
Science and Mathematics							
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			
Business							
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			



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 in the Academic Records Office 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.

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	Grade 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 received a semester grade IN A COURSE offered for credit that 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 the Vice President for Academic Affairs or on the MSU Portal under Student Forms-Admission_Records.

INCOMPLETE GRADE

A student may request an "I" (Incomplete) for work the student has an excusable reason for not completing. 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 for removing the incomplete grade that includes a contracted date of completion. 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. No course may be repeated to improve grade point average on a one-to-one basis like independent study or on 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 option based on the following policies:

1. Students must have an overall 2.0 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. Satisfactory/Unsatisfactory options do not include life experience credit. CLEP credit or courses identified as S/U in the university catalog.
5. S/U credit will not be used in determining honor points or honor point ratio.
6. 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. 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 course work and grades are reflected on the Mayville State official transcript.

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 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 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 30 semester hours from Mayville State using the institutional grade point average.

For publication purposes, commencement honors for spring commencement candidates are calculated at a designated point in 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

Even though students may declare their intent to pursue a specific major at the time of their admission to Mayville State, admission to the major program is not automatic. Application to a major program normally occurs during the sophomore year. Upon acceptance into the major program a major advisor is assigned. Major application forms are available in the Academic Records Office.

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. Advisor assignments and/or changes are made in the Student Services Office.

The student should familiarize himself/herself early in his/her academic career with the specific requirements of the curriculum and major/minor program chosen.

CHANGE IN PROGRAM – ADDING OR DROPPING COURSES

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

- Secure a Change in Program form from the Academic Records Office.
- Secure the instructor's signature for each class added or dropped.
- Secure the advisor's signature.
- Present the completed form to the Academic Records Office for processing.

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

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 10th day and up to the last day to drop or withdraw (the Friday of the twelfth week) are reported as withdrawn ("W") on the permanent record.





"Change in Program" forms will not be accepted nor approved by the Registrar for additions received after the tenth class day or for withdrawals received after the last day to drop.

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 semester hours. A normal course load is between 15-17 hours per week. A student may register for as many as nineteen (19) semester hours a term during the academic year.

A student wishing to enroll in excess of nineteen (19) hours during the academic year must meet the appropriate grade point average standard listed below. Mayville State's policy limits enrollment to a maximum of twenty-two (22) hours a term during the academic year.

A request of any overload will require a minimum or institutional overall GPA of a 3.00. An outstanding incomplete grade will prevent the student from receiving an overload without a petition to the Academic Standards Committee.

A student will be notified if the above criteria have not been met for the overload. At that time, the overload course(s) will be dropped. Any exception to the above stated policy requires a petition to the Academic Standards Committee. Petition applications are available in the Academic Records Office.





LATE REGISTRATION

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

OFFICIAL ANNOUNCEMENTS

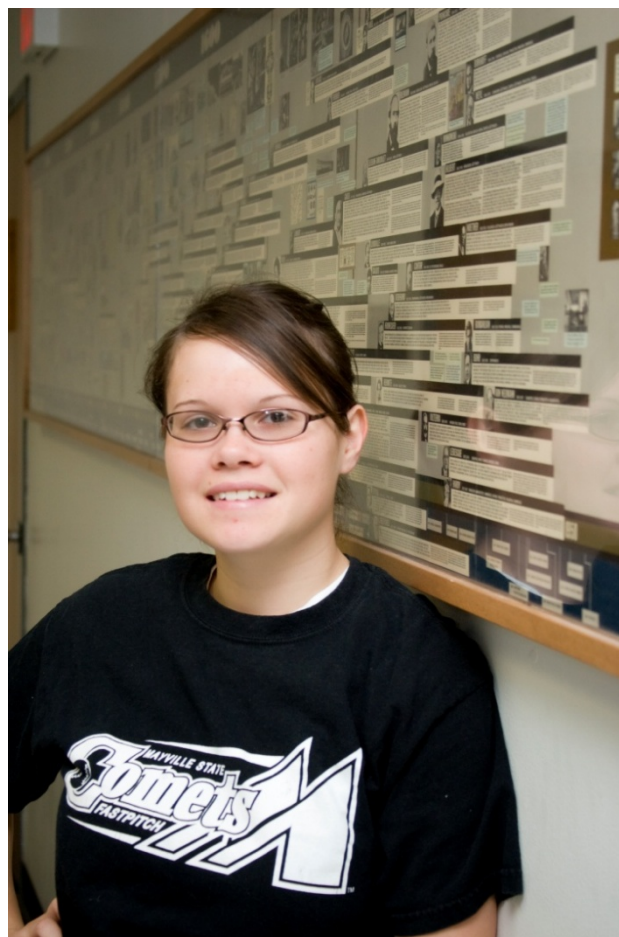
Students are held responsible for announcements in the catalog concerning general regulations, curriculum requirements, scholarship standards and similar matters; they are also responsible for instructions and notices posted from time to time on the *MSU* Portal, by e-mail across campus or appearing on official bulletin boards in the Main Building.

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 Department section of this catalog. The application process for certification should be completed prior to graduation. Certification forms can be obtained from the Academic Records Office for North Dakota, Minnesota, and South Dakota. The initial North Dakota certificate is valid for two years.



WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from the University should consult the Student Service Office. 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 Friday of the 12th 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 follow the withdrawal procedure outlined above.



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 interpersonal 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 trained 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 administrative office management, 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. Associate of Arts programs are available in secretarial science and 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 industry; and developing foundation skills and knowledge used in pursuing advanced education.

Business

Majors

Administrative Office Management (B.S.)
Business Administration (B.S.)
Business Administration (B.A.S.)
Business Management (A.A.)
Secretarial Science (A.A.)

Minors

Accounting
Business Administration

Computer Information Systems

Majors

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

Minors

Computer Information Systems



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.
- 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 298-Pre-professional Field Experience, they purchase software that enables them to have a website 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 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 standardized test interpretation, test writing, formal and informal assessment, classroom management, discipline, multiculturalism, diversity, legal issues and a one-day HIV/AIDS workshop. 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, socioeconomic 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.
- 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 in from other institutions, however, one-fourth (¼) of courses in the major core courses, professional courses 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 1) not only knowledge to anticipate changing needs in libraries but also 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.

Psychology Program Goals

The goal of the psychology program is to acquaint students with the basic principles and laws of human behavior. This program complements studies in Education, Health Education, Science, Social Science, and Business. Preparation for 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 ability to attack problems systematically are reasons for consideration of a major or minor in psychology.





Early Childhood

Teaching Majors

Early Childhood Ed/Early Elementary Ed (B.S.Ed)

Non-Teaching Majors

Early Childhood (B.A.)

Early Childhood Associate (A.A.)

Education

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

Minors

Early Childhood Education

Education Technology

Special Needs Generalist

Library Media and Information Science

Teaching Majors

None currently offered

Non-Teaching Majors

Minor

Library Media and Information Science

Psychology

Teaching Majors

None currently offered

Non-Teaching Majors

Applied Psychology (B.A.)

Minors

Psychology / Psychology Education



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-10), 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.

Health, Physical Education and Recreation

Teaching Majors

Health Education (B.S.Ed.)
Physical Education (B.S.Ed.)

Non-Teaching Majors

Fitness and Wellness (B.S.)
Health (B.S.)
Sports Management (B.S.)

Minors

Coaching
Developmental Adapted
Physical Education
Fitness and Wellness
Health/Health Education
Physical Education
Sports Management



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.

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**Minors**

Geography/Geography Education

History

Teaching Majors

History Education (B.S.Ed.)

Non-Teaching Majors**Minors**

History/History 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**Non-Teaching Majors****Minor**

Sociology



Science and Mathematics

Majors and Minors Available

Division Mission Statement

The Division of Science & 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, 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 & Mathematics provides coursework in astronomy, biology, 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.





Biology

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

Teaching Majors

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

Non-Teaching Majors

Chemistry (B.S.)

Minors

Chemistry/Chemistry Education

Mathematics

Teaching Majors

Mathematics Education (B.S.Ed.)

Non-Teaching Majors

Mathematics (B.S.)

Minors

Mathematics/Mathematics Education

Science

Teaching Majors

None currently offered

Non-Teaching Majors**Minors**

General Science
Physical Science/Physical Science 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 or 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 course work in this degree program are mostly devoted to completing general education requirements of the University because satisfactory completion of these 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 mostly 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/Early Elementary Education	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	English
Early Childhood	Social Science

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

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



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 their 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
Business Administration – 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 courses, residency requirements (30 S.H. required from MSU), and scholastic requirements of the University. Students, with the assistance of their academic advisor, create a forty-five semester hour “University Study core”. In addition to this core, students also select an approved minor. A minimum of 120 semester hours is required.

<u>University Studies Degree</u>	<u>Semester Hours</u>	
University Studies core	45 S.H.	(Minimum of 15 S.H. in 3 different academic departments)
General Education	36 S.H.	
Minor	16-21 S.H.	
IT Certificate Courses	5 S.H.	(Institutional Requirement)
Fitness for Life	3 S.H.	(Institutional Requirement)
Electives	10-15 S.H.	
Total for B.U.S. degree	120 S.H.	(includes electives)

At least thirty-six semester hours at the upper-division courses (300-400 level) and forty-two 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, University studies core, general education, and minor.

Students interested in the University studies degree should develop an outline for a program of study and present it to their advisor for consideration. Once the advisor is satisfied, 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 thirty-two semester hours. Students may establish credit for experiential learning. See the following sections of this catalog, which explains the options available in this area.



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
Secretarial Science

EDUCATION

Early Childhood Associate

MINORS

The following minors are available with Baccalaureate degree majors:

Accounting
Biology / Biology Education
Business Administration
Chemistry / Chemistry Education
Coaching
Computer Information Systems
Developmental Adapted Physical Education (DAPE)
Early Childhood Education
Education Technology
English / English Education
Fitness and Wellness
General Science
Geography / Geography Education

Health / Health Education
History / History Education
Library Media & 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





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 from each other 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 student's 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 to which 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>. Another popular Chiropractic program is located in Palmer College of Chiropractic in Davenport, IA: <http://www.palmer.edu/>. Additional information can be located at: http://www.amerchiro.org/media/whatis/careers/cce_accr_edited.shtml.

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.

Information concerning criminal justice programs can be located at: <http://faculty.ncwc.edu/toconnor/jusgrad.htm>.

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.

ENGINEERING PROGRAMS

The following web site provides information for all types of engineering schools. <http://www.abet.org/schoolareaeac.asp>. The student 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). 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>.

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 (ABF-SE): <http://www.abfse.org/html/dir-listing.html>.

NURSING PROGRAMS

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:
http://www.opted.org/about_members.cfm.

PHARMACY PROGRAMS

Contact the American Association of Colleges of Pharmacy: Pharmacy School Admission Requirements (PSAR):
<http://www.aacp.org/site/page.asp?TRACKID=&VID=1&CID=693&DID=4747>. Also contact the American Association of Colleges of Pharmacy: Pharmacy School Admission Requirements (PSAR): School Admission Requirements:
<http://www.aacp.org/issi/membership/schools.asp?TrackID=&VID=6&CID=593&DID=4224>.

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:
http://www.apta.org/AM/Template.cfm?section=PT_Programs&template=/aptaapp_accreditedschools/acc_schools_map.cfm&process=3&type=PT.

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

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, BIOL 151, and BIOL 236 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 (BIOL 480S) is required.

Biology Majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, minimum six (6) semester hours of Humanities, MATH 103, MATH 105, and minimum of six (6) semester hours of Social Science, which are pre-requisite courses to this major.

Core Requirements:

BIOL 150-General Biology I	4	BIOL 315-Genetics	4
BIOL 151-General Biology II	4	BIOL 341-Cell Biology	4
BIOL 236-Survey of Botany	4	BIOL 480S-Biology Comprehensive	1
BIOL 302-Survey of Microbiology	4	MATH 323-Probability and Statistics	3
BIOL 311-Invertebrate Zoology	4		
BIOL 312-Vertebrate Zoology	4	Total	36



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 (BIOL 480S) is required.

Composite in Biology Education majors complete 36 hours of general education, including Comm 110, Engl 110, Engl 120, Geog 103, minimum of six (6) semester hours of Humanities, Math 103, Math 105, Psyc 111, which are pre-requisite courses to this major.

Core Requirements:

BIOL 150-General Biology I	4	CHEM 341-Organic Chemistry I	5
BIOL 151-General Biology II	4	MATH 323-Probability and Statistics	3
BIOL 220–Anatomy and Physiology I	4	PHYS 110-Astronomy	4
BIOL 236-Survey of Botany	4	PHYS 211 & 211L-College Physics I / Lab	4
BIOL 311-Invertebrate Zoology	4	PHYS 212 & 212L-College Physics II / Lab	4
BIOL 315-Genetics	4	SCNC 322-Environmental Science	3
BIOL 480S-Biology Comprehensive	1	BIOL Electives (BIOL 302, 312, 341 or 350)	4
CHEM 121-General Chemistry I	4	GEOL 115-Introductory Geology	4
CHEM 122-General Chemistry II	4	Total	64

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.





Major: Clinical Laboratory Science Bachelor of Science

Admission to Clinical Laboratory Science Major

All admission criteria are monitored and enforced by the discipline faculty. Admission to the Clinical 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 CLS 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 Clinical Laboratory Science program is designed to give the student the necessary, medically-oriented scientific background to enter clinical training at an accredited laboratory. Clinical 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 clinical 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 clinical laboratory science curriculum is aligned with the UND clinical laboratory science program. Students apply to the UND CLS program for the final clinical year. The applicant must have a cumulative GPA of at least 2.8, no more than one D in any math 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 Clinical Laboratory Science requires completion of a minimum 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, 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:

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





BUSINESS

Division of Business and Computer Information Systems

Major: Administrative Office Management Bachelor of Science

This major is designed to provide students with skills and education necessary to successfully manage an office; emphasis is given to the application and integration of technology. Majors must complete 37 hours of general education, a 39 hour business core, two 12 hour specializations or one minor of 16-23 hours, five credits of Information Technology (IT) Certificate courses, 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. The work program is dependent upon the availability of internship stations.

Administrative Office Management 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.

Core Requirements:

ACCT 200-Elements of Accounting I	4	BUSN 332-Digital Tools & Techniques	2
ACCT 201-Elements of Accounting II	4	BUSN 334-Business Communications	3
BADM 302-Principles of Management	3	BUSN 340-Project Management	3
BOTE 205-Advanced Word Processing	3	BUSN 351-Human Resource Management	3
BOTE 347-Computer Applications in Business	3	BUSN 491-Professional Development	1
BOTE 375-Administrative Office Procedures	3	CIS 260-Authoring Digital Publications	3
BOTE 481S-Admin. Office Management Capstone	1	BUSN Electives (300-400 level)	3
		Sub-total	39

Administrative Office Management Specialization Areas

Choose two specialization areas or a minor:

Accounting:		Marketing:	
ACCT 300, 301-Intermediate Accounting I/II	8	BADM 301-Principles of Marketing	3
ACCT 305, 306-Cost Accounting I/II	6	BUSN 308-Retailing	3
		BUSN 318-Advertising & Promotion Management	3
Finance:		BUSN 423-Consumer Behavior	3
ACCT 400-Individual Income Taxation	3		
ACCT 401-Business Income Taxation	3	Real Estate:	
BUSN 312-Real Estate Financing	3	ACCT 401-Business Income Taxation	3
BUSN 453-Investment Analysis & Management	3	BUSN 310-Fundamentals of Real Estate & Insurance	3
		BUSN 311-Real Estate Appraisal	3
Internship:		BUSN 312-Real Estate Financing	3
Supervised Work Experience	9		
Approved BUSN Elective	3		
Management Information Systems:			
CIS 204-Programming I	3		
CIS 270-Computer Organization/Operating Systems	3		
CIS 300-Introduction to Relational Database	3		
CIS 320-Data and Network Security	3		



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, 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	4	BUSN 334-Business Communication	3
ACCT 201-Elements of Accounting II	4	BUSN 336-Applied Statistics	3
ACCT 315-Business In The Legal Environment	3	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		
BUSN 323-Managerial Finance	3	Sub-total	36

Business Administration Specialization Areas:

Choose two specialization areas or a minor:

Accounting:		Management:	
ACCT 300, 301-Intermediate Accounting I/II	8	BUSN 340-Project Management	3
ACCT 305, 306-Cost Accounting I/II	6	BUSN 415-Management Science	3
		BUSN 418-Operations Management	3
Banking:		BUSN 429-Advanced Marketing Management	3
ACCT 316-Banking Law	3		
BUSN 310-Fundamentals of Real Estate & Insurance	3	Management Information Systems:	
BUSN 361-Entrepreneurship and Management	3	CIS 204-Programming I	3
BUSN 451-Lending	3	CIS 270-Computer Organization/Operating Systems	3
		CIS 300- Introduction to Relational Database	3
Finance:		CIS 320-Data and Network Security	3
ACCT 400-Individual Income Taxation	3		
ACCT 401-Business Income Taxation	3	Marketing:	
BUSN 312-Real Estate Financing	3	BUSN 308-Retailing	3
BUSN 453-Investment Analysis & Management	3	BUSN 318-Advertising & Promotion Management	3
		BUSN 423-Consumer Behavior	3
Internship:		BUSN 429-Advanced Marketing Management	3
Supervised Work Experience	9		
Approved BUSN Elective	3	Real Estate:	
		ACCT 401-Business Income Taxation	3
		BUSN 310-Fundamentals of Real Estate & Insurance	3
		BUSN 311-Real Estate Appraisal	3
		BUSN 312-Real Estate Financing	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 credits of major core requirements, and 16 credits 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), and 42 semester hours from an approved four-year college or university.

Major: Business Administration (ONLINE) Bachelor of Applied Science

The online BAS 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	Sub-total *	36

*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	4	BUSN 334-Business Communications	3
ACCT 201-Elements of Accounting II	4	BUSN 351-Human Resource Management	3
BADM 301-Principles of Marketing	3	BUSN 482S-Business Comprehensive	1
BADM 302-Principles of Management	3		
BOTE 347-Computer Applications In Business	3	Sub-total	24

Supporting Course Work & Elective Requirements:

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



ASSOCIATE OF ARTS DEGREES

Associate of Arts degrees in business are 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 two-year degree, some require more. 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	4	ACCT 201-Elements of Accounting II	4
CIS 112-Introduction to Word Processing	1	ENGL 106-Electronic Research*	0
CIS 114-Introduction to Spreadsheet Applications	1	ENGL 120-College Composition II	3
CIS 118-Introduction to Presentation Graphics	1	MATH 103-College Algebra	3
ENGL 110-College Composition I	3	GE Science Requirement	4
GE Science Requirement	4	GE Social Science Requirement	3
GE Social Science Requirement	3	Sub-total	17
Sub-total	17		

Second Year: FALL		Second Year: SPRING	
BADM 301-Principles of Marketing	3	BADM 302-Principles of Management	3
BUSN 340-Project Management	3	BUSN 334-Business Communication	3
BUSN Electives (300-400 level)	3	CIS 116-Introduction to Database	1
CIS 200-Computers in Society	1	HPER 100-Concepts of Fitness and Wellness	2
COMM 110-Fundamentals of Public Speaking	3	HPER 210-First Aid and CPR	1
COMM 104-Electronic Communications *	0	GE Humanities Requirement	3
GE Humanities Requirement	3	GE Social Science Requirement	3
Sub-total	16	Sub-total	16
		Total	66

*Suggested, not required

AA Degree: Secretarial Science

First Year: FALL		First Year: SPRING	
CIS 112-Introduction to Word Processing	1	BOTE 205-Advanced Word Processing	3
CIS 114-Introduction to Spreadsheet Applications	1	ENGL 106-Electronic Research*	0
CIS 118-Introduction to Presentation Graphics	1	ENGL 120-College Composition II	3
ENGL 110-College Composition I	3	MATH 103-College Algebra	3
HPER 100-Concepts of Fitness and Wellness	2	GE Science Requirement	4
HPER 210-First Aid and CPR	1	GE Social Science Requirement	3
GE Science Requirement	4	Sub-total	16
GE Social Science Requirement	3		
Sub-total	16		

Second Year: FALL		Second Year: SPRING	
ACCT 200-Elements of Accounting I	4	BOTE 347-Computer Applications in Business	3
BUSN 340-Project Management	3	BOTE 375-Administrative Office Procedures	3
CIS 116-Introduction to Database	1	BUSN 334-Business Communication	3
CIS 200-Computers in Society	1	CIS 260-Authoring Digital Publications	3
COMM 104-Electronic Communications *	0	GE Humanities Requirement	3
COMM 110-Fundamentals of Public Speaking	3		
GE Humanities Requirement	3		
GE Social Science Requirement	3	Sub-total	16
Sub-total	18	Total	65

*Suggested, not required



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. Students selecting this minor program complete 23 semester hours.

Core Requirements:

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

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 chosen area of expertise. Students selecting this minor program complete 18 semester hours.

Core Requirements:

ACCT 200-Elements of Accounting I	4	BADM 302-Principles of Management	3
ACCT 201-Elements of Accounting II	4	BOTE 347-Computer Applications in Business	3
BADM 301-Principles of Marketing	3	BUSN 491-Professional Development Seminar	1
			Total 18





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 pre-requisite courses to this major.

Core Requirements:

CHEM 121-General Chemistry I	4	CHEM 466/466L-Survey of Physical Chemistry / Lab	4
CHEM 122-General Chemistry II	4	CHEM 480S-Chemistry Comprehensive	1
CHEM 330/330L-Quantitative Analysis I / Lab	4	MATH 165-Calculus I	4
CHEM 341/341L-Organic Chemistry I / Lab	5	MATH 323-Probability and Statistics	3
CHEM 342/342L-Organic Chemistry II / Lab	5		
CHEM 360/360L-Elements of Biochemistry	4		
Total			38



Major: Composite in Chemistry Education Bachelor of Science in Education

This major provides students 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:

CHEM 121-General Chemistry I	4	MATH 165-Calculus I	4
CHEM 122-General Chemistry II	4	MATH 323 Probability and Statistics	3
CHEM 330/330L-Quantitative Analysis I / Lab	4	PHYS 110-Astronomy	4
CHEM 341/341L-Organic Chemistry I / Lab	5	PHYS 211/211L-College Physics I / Lab	4
CHEM 360/360L-Elements of Biochemistry / Lab	4	PHYS 212/212L-College Physics II / Lab	4
CHEM 466/466L-Survey of Physical Chemistry / Lab	4	SCNC 322-Environmental Science	3
CHEM 480S-Chemistry Comprehensive	1	BIOL Electives	4
BIOL 150-General Biology I	4	GEOL 115-Introductory Geology	4
BIOL 151-General Biology II	4	Total	64

Minor: Chemistry/Chemistry Education

Students in this program complete Chem 121-General Chemistry I and Chem 122-General Chemistry II, plus 12 semester hours of chemistry electives to total a minimum of 20 semester hours. Teacher certification candidates are also required to complete Educ 398 –Secondary Education Field Experience and Educ 484-Secondary Methods for Science.



COMPUTER INFORMATION SYSTEMS

Division of Business and Computer Information Systems

The primary objectives of the Computer Information Systems majors are:

- To prepare students for rewarding and productive employment in a computer information systems environment;
- To provide a complete and well-rounded education that will be helpful and advantageous in an extremely technological world; and
- To allow flexibility in the program such that students can tailor their program to specific areas of interest.

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, including MATH 103 which are pre-requisite courses to this major, and approved electives to equal a total no less than 120 semester hours.

Core Requirements:

CIS 109-Programming Logic And Design	3	CIS 375-C++	3
CIS 204-Programming I	3	CIS 365-Website Design and Development	3
CIS 205-Programming II	3	CIS 495-CIS Capstone	2
CIS 270-Computer Organization and Operating Systems	3	CIS 497S-Internship ¹	3
CIS 300-Introduction to Relational Database	3	BADM 302-Principles of Management	3
CIS 310-Data Communications	3	BUSN 491-Professional Development	1
CIS 330-Systems Analysis and Design	3	Subtotal	36

¹ Six (6) credits of approved CIS electives may be substituted for internship with consent of faculty advisor and the Internship Director.

Choose two specialization areas or a minor:

Computer Programming Specialization		Business Specialization	
CIS 376-Advanced C++	3	ACCT 200-Elements of Accounting I	4
OR		ACCT 201-Elements of Accounting II	4
CIS 377-C#		BUSN 334-Business Communication	3
CIS 380-Object-Oriented Programming	3	BUSN 340-Project Management	3
CIS 430-Database Application Programming	3	BUSN 351-Human Resource Management	3
CIS Approved Elective	3		
Subtotal	12	Subtotal	17
Data Communications and Networking Specialization		Math Analysis Specialization	
CIS 220-Hardware Troubleshooting	3	MATH 165-Calculus I	4
CIS 411-Networking Administration	3	Elective Classes <i>(Select 9 credits from the following)</i>	
CIS 412-Advanced Networking Topics	3	BUSN 415-Management Science	3
CIS Approved Elective	3	BUSN 418-Operations Management	3
Subtotal	12	BUSN 336-Applied Statistics	3
Web Programming Specialization		OR	
CIS 421-Web Application Programming I	3	MATH 323-Probability & Statistics	
CIS 422-Web Application Programming II	3	MATH 412-Differential Equations	
CIS 360-Advanced Database Management Systems	3	MATH 435-Theory of Numbers	3
BUSN 326-Electronic Business Applications	3	TOTAL	13
Subtotal	12		



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 credits of major core requirements, and 21 credits 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), and 42 semester hours from an approved four-year college or university.

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, including MATH 103, which are pre-requisite courses to this major 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 110-College Composition I	3	Additional General Education credits	24
ENGL 120-College Composition II	3	Subtotal *	36

*Note: Courses completed as “general education courses” in the A.A.S. or A.S. program will apply to the 36-hour subtotal.

Core Requirements:

CIS 204-Programming I	3	CIS 270-Computer Organization & Operating Systems	3
CIS 205-Programming II	3	CIS 300-Introduction to Relational Database	3
CIS 220-Hardware Troubleshooting	3	CIS 495-CIS Capstone	2
		Subtotal	17

Supporting Course Work & Elective Requirements:

Supporting Course Work	Any CIS courses or other relevant courses that have approval of the advisor	21
Electives	Student should consult advisor for selection of additional elective courses to ensure a total of no less than 120 credits are successfully completed.	
	Total credits required for a B.A.S. Degree	120

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 270-Computer Organization and Operating Systems	3	CIS 365-Website Design and Development	3
		Total	18



EARLY CHILDHOOD

Division of Education and Psychology

Major: Early Childhood Education/Early Elementary 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. Interim approval for teacher certification has been requested of the North Dakota Education Standards and Practices Board (ESPB) at the August 2008 meeting.

This BSED will prepare students to teach in preschool, kindergarten, 1st, 2nd, and 3rd grade. Upon successful completion of the program, students will be able to apply for PreK-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 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. Tentatively, the first set of on-campus summer courses will be offered Summer 2009, pending ESPB approval.
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. Students will complete classes in the summers that require hands-on experiences and internships designed for teaching PreK, 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. Pending ESPB approval, a number of these courses will be available starting Fall 2008.
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/Early Elementary Education majors complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111, 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.

Core Requirements:

EC 337-Special Needs in ECE *	3	EDUC 400-Student Teach 1 st , 2 nd or 3 rd grade *	10
EC 376 Field Exp in ECE *	1	EDUC 400- Student teach PreK or K *	5
EC 418-Technology in ECE *	2	EDUC 401-Electronic Portfolio, Assessment & Seminar *	2
EDUC 250-Introduction To Education *	2	GEOG 300-World Regional Geography & Anthropology	3
EDUC 272-Educational Technology *	1	MATH 277-Mathematics for Elementary Teachers	4
EDUC 298-Pre-Professional Field Experience *	1	PSYC 255-Child and Adolescent Psychology *	3
EDUC 350-Remedial Reading	3	SCNC 320-Science for Elementary Teachers I	3
EDUC 380-Racial & Multicultural Minorities *	3		
EDUC 422-Learning Theory and Evaluation	3	Total	49

*Denotes Early Childhood Education/Early Elementary Professional courses

Block One, First Summer		Block Two, Second Summer	
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 Elem II	3
ECUC 436 Kindergarten Methods	2		
		Total Block courses	18

**Additional Supporting Early Childhood Courses:**

EC 210-Intro to ECE	3	EC 336-Soc/Emo Dev & Guid	3
EC 211-Observation, Assessment	2	EC 338-Home, Schl, Comm	3
EC 313-Language Literacy in ECE	3	ENGL 317-Children's Literature	3
EC 320-Infants and Toddlers	2	HPER 315-Movement ED in ECE	2
EC 322-Admin Leadership ECE	3		
EC 333-PreK Meth Mat	3	Total Supporting Courses	30
EC 335-Art and Music in ECE	3	Total Core + Block + Supporting courses	97

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 this Bachelor of Arts degree in Early Childhood requires 36 hours of general education courses, including COMM 110, ENGL 110, ENGL 120, 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) and 42 S.H. from a 4-year institution are required. Students must also complete Mayville State's Institutional Requirements.

Core Requirements:

EC 210-Introduction to ECE	3	EC 418-Technology in ECE	2
EC 211-Observations, Assessment and Interpretation Techniques	2	EC 495-Service Learning in ECE	2
EC 320-Infants and Toddlers	3	EDUC 380-Racial and Multicultural Minorities	3
EC 333-PreK Methods & Materials*	3	HPER 217-Personal and Community Health	2
EC 336-Social/Emotional Development & Guidance in ECE	3	PSYC 102-Interpersonal Skill Development	3
EC 337-Special Needs in ECE	3	PSYC 255-Child and Adolescent Psychology	3
EC 338-Home/School Community Relations	3	SPAN 101-First Year Spanish I	4
EC 376-Field Experience in ECE	1	SPAN 102-First Year Spanish II	4
EC 412-Diversity and Professionalism in ECE	3	Total	47

* - Distance Learning students may need to take this class face to face either on the Mayville State campus or at a local site.

PROFESSIONAL COURSES

(Students choose Preschool Education or Administration and ONE specialization)

PROFESSIONAL COURSES: Preschool Education			
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	Sub-Total for Preschool Education	22

* - Distance Learning students may need to take this class face to face either on the Mayville State campus or at a local site.



PROFESSIONAL COURSES: Administration			
ACCT 200-Principles of Accounting	4	EC 322-Administration & Leadership in ECE	3
BADM 301-Principles of Marketing	3	EC 345-Grant Writing	1
BADM 302-Principles of Management	3	PSYC 361-Social Psychology	3
BUSN 334-Business Communication	3		
BUSN 351-Human Resource Management	3	Subtotal	23

SPECIALIZATIONS

Students in either Preschool Education or Administration choose **ONE** of the following specializations.

SPECIALIZATION: Infant/Toddler			
EC 303-Sign Language	3	EC 342-Routines and Guidance in Infant/Toddler Education Programs	3
EC 341-Learning Environments for Infants And Toddlers	3	EC 375-Supervised Tutorial Experience	3
EC 340-Assessment/Document in I/T Programs	3	TOTAL	15

SPECIALIZATION: Language/Literacy			
EC 303-Sign Language	3	EDUC 318-Reading in the Elementary School*	3
EC 344-Augmented and Alternative Communication	3	THEA 110-Introduction to Theatre Arts	3
EC 375-Supervised Tutorial Experience	3	TOTAL	15

* - Distance Learning students may need to take this class face to face either on the Mayville State campus or at a local site.

SPECIALIZATION: School Age Care			
EC 375-Supervised Tutorial Experience	3	HPER 206-Social/Folk Dance *	1
EDUC 323-Music for Elementary Teachers *	2	HPER 209-Rhythms and Tumbling *	1
EDUC 325-Elementary Classroom Art *	2	HPER 319-Health and Physical Education in the Elementary School *	2
EDUC 390-Special Needs in an Inclusive Environment	3		
HPER 153-Recreational Sports *	1	TOTAL	15

* - Distance Learning students may need to take this class face to face either on the Mayville State campus or at a local site.

SPECIALIZATION: Special Needs/Paraprofessional			
EC 303-Sign Language	3	Select 3 credits from the following: EC 343-Classroom Modifications EC 375-Supervised Tutorial Experience	3
OR			
EC 344-Augmented and Alternative Communication			
EDUC 350-Remedial Reading *			
EDUC 390-Special Needs in an Inclusive Environment	3		
MATH 277-Math for Elementary Teachers	4	TOTAL	16

* - Distance Learning students may need to take this class face to face either on the Mayville State campus or at a local site.



AA 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 AA 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 on line. Early Childhood Associates complete 36 hours of general education courses including: ENGL 110, ENGL 120, and PSYC 111 which are required courses to this major.

Core Requirements:

EC 210-Introduction to ECE	3	EC 376-Field Experience in ECE	3
EC 211-Observation, Assessment and Interpretation	2	EC 398-Child Development Internship	6
EC 313-Language & Literacy in ECE *	3	EC 412-Diversity & Professionalism in ECE	3
EC 320-Infants and Toddlers	3	HPER 100-Concepts of Fitness and Wellness	2
EC 333-PreK Methods & Materials *	3	HPER 210-First Aid and CPR	1
EC 335-Art and Music in ECE *	3	Subtotal	36
EC 336-Social & Emotional Dev. & Guidance in ECE	3	General Education Courses	36
EC 337-Special Needs in ECE	3	Total	72

* - 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. **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 Early Childhood Education courses.**

Students seeking admission to the Teacher Education Program must first demonstrate readiness by meeting the following criteria, which must be submitted prior to the 1st Monday of November to be admitted for Spring and prior to the 1st Monday of April to be admitted for Fall Semester.

- 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 & Adolescent Psychology	C
EDUC 250-Intro to Education	B
EDUC 298-Pre-Professional Field Exp	B
- Successfully complete the Pre-Professional Skills Test (PPST) 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 PPST preparation is a part of EDUC 298 (a co-requisite with EDUC 250). Students who have not yet met the PPST requirement will meet regularly to prepare through the use of practice tests and individual tutoring if needed. Students will be allowed two attempts to pass the PPST. If the proper PPST scores have not been attained after two attempts, the student must schedule a meeting involving their advisor and the Chair of the Education and Psychology Division to determine an alternative plan for successful completion of the PPST. The students will also need to register for Educ 276-PPST Preparation that will be for specific tutoring in the areas the student needs assistance to pass PPST;
- Earn 32 semester hours of course work;
- Attain a cumulative grade point average of 2.75;

- Upon completion of criteria 1-4, the student will be notified by the Administrative Assistant. At that point the student will complete a formal Teacher Education Application declaring his/her major(s) and minors or specializations (if applicable);
- Receive final approval from the Subcommittee on Admission and Retention if 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

- Must have one semester of enrollment with a 2.75 GPA;
- Transfer credits that meet the criteria and standards listed above, including GPA requirements;
- Successful completion of Pre-Professional Skills Test (PPST), **transfer students who have not yet met the PPST 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;**
- Articulation of additional pre-profession credits as determined by Registrar or Chair of Education Division.
- 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 Application declaring his/her major(s) and minors or specializations (if applicable).
- 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 attendance 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; and
4. Agree to a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and/or 5 SH 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 adviser;
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 Education Department.

Exiting the Teacher Education Program

A favorable recommendation for teacher certification upon completion of the entire teacher education program requires:

1. A minimum cumulative grade point average of 2.75; and a minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
2. All teacher education graduates will be required to attain or exceed the North Dakota state-mandated cut scores for the Praxis II test. (NOTE: Students who do not successfully pass the Praxis II test **will be able to graduate**, but will not be eligible for certification. Information regarding test registration and North Dakota cut scores can be found at www.ets.org);
3. An electronic portfolio; and,
4. 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 why 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 adviser, 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. 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 complete 36 hours of general education, including COMM 110, ENGL 110, ENGL 120, GEOG 103, MATH 103, PSYC 111, 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 take EDUC 250, EDUC 272, EDUC 298 and PSYC 255 during the sophomore year. Students should take all the remaining courses in the core requirements without the EDUC prefix next. Student **must** be 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 401-Electronic Portfolio, Assessment & Seminar*	2
EDUC 272-Educational Technology *	1	EDUC 422-Learning Theory and Evaluation	3
EDUC 298-Pre-Professional Field Experience *	1	GEOG 300-World Regional Geography & Anthropology	3
EDUC 350-Remedial Reading	3	ENGL 317-Children's Literature	3
EDUC 380-Racial & Multicultural Minorities *	3	MATH 277-Mathematics for Elementary Teachers	4
EDUC 390-Special Needs in an Inclusive Environment *	3	PSYC 255-Child and Adolescent Psychology *	3
EDUC 400-Student Teaching *	10	SCNC 320-Science for Elementary Teachers I	3
			Total
			44

* - Denotes Elementary Professional Education Courses

BLOCK I (Take concurrently)		BLOCK II (Take concurrently)	
EDUC 301-Strategies in the Elementary School	3	EDUC 302-Social Studies Strategies	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 Education in the Elementary School	2
SCNC 321-Science for Elementary Teachers II	3		
MATH 307—Math Strategies in Elementary and Middle School	2	Block II Total	10
Block I Total	14	Core Requirements + Block I + Block II Total	68



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 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 prerequisites. See appropriate major.

Secondary Professional Education Core:

EDUC 250-Introduction to Education	2	EDUC 400-Student Teaching	10
EDUC 272-Educational Technology	1	EDUC 401-Electronic Portfolio, Assessment & Seminar	2
EDUC 298-Pre-Professional Field Experience	1	EDUC 480-General Methods for Secondary Educators *	2
EDUC 380-Racial and Multicultural Minorities	3	EDUC 422 – Learning and Evaluation	3
EDUC 390-Special Needs in an 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
			Total
			33

* - 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 to 1:00 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 SH)
- EDUC 482 – Secondary Methods for Health & Physical Education (2 SH)
- EDUC 483 - Secondary Methods for Mathematics (2 SH)
- EDUC 484 - Secondary Methods for Science (2 SH)
- EDUC 485 - Secondary Methods for Social Science (2 SH)

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.



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 SH) 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 and Interpretation	2	ENGL 317-Children's Literature	3
EC 313- Language and Literacy in ECE	3	Select 3 credits from the following: EC 338-Home, School, Community Relations EC 412-Diversity and Professionalism in ECE	3
EC 333-PreK Methods/Materials	3		
EC 336-Social/Emotional Dev and Guidance in ECE	3		
EC 337-Special Needs in ECE	3	Total	24

Note: EDUC 436 – Kindergarten Methods is required for Teacher Certification.

Minor: Education Technology

This program is designed to provide the student with an understanding of the fundamental concepts and skills for applying information technology in educational settings. Students completing this minor will be able to use computer systems to run software; to access, generate, and manipulate data and to publish results. They will be able to evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed. They will be able to use technology in communicating, collaborating, conducting research, and solving problems. Teacher Education students will be able to apply related technology to support instruction in their grade levels and subject areas.

Core Requirements:

BOTE 205-Advanced Word Processing Appl	3	CIS 270-Computer Organization and Operating Systems	3
BUSN 332-Digital Tools and Techniques	2	EDUC 272-Educational Technology	1
CIS 204-Programming I	3	OR LMIS 250- Libraries and Information Science	3
CIS 220-Hardware Troubleshooting	3		
CIS 260-Authoring Digital Publications	3	Total	18-20



Minor: Special Needs Generalist

This minor, which compliments 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	Electives: (Select 6 S.H. from the following)	
EDUC 387-Adaptations for the Learning Disabled	3	HPER 333-Physical Educ. for the Exceptional Child	3
EDUC 388-Autism Spectrum Disorders	3	EDUC 303-Sign Language	3
EDUC 389-Foundations of Special Education	3	EDUC 336-Social & Emotional Guidance in ECE	3
EDUC 497S-Special Needs Internship [30 clock hours]	1	EDUC 341-Learning Environments for Infants & Toddlers	3
PSYC 330-Behavior Modification & Therapy	3	EDUC 343-Classroom Modifications	3
		EDUC 344-Augmented/Alternative Communication	3
Subtotal	16	EDUC 412-Diversity & Professionalism in ECE	3
		PSYC 370-Abnormal Psychology	3
		PSYC 360-Introduction to Personality Theory	3
		TOTAL	22

Kindergarten Endorsement for already licensed teachers

Kindergarten endorsement is available only to **elementary teachers who are licensed** by completing the following courses:

- EC 210 – Intro to ECE (3 SH)
- EDUC 211 – Observation/Assessment/Interpretation (2 SH)
- EC 313 – Language/Literary in ECE (3SH)
- EC 337 – Special Needs in ECE (3SH)
- EDUC 436 – Kindergarten Methods (2 SH)

Note: ESPB administrative rules are available on the ESPB Website: <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.

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-Reading in the Content Area (2 SH)
- PSYC 255-Child and Adolescent Psychology (3 SH)
- EDUC 430-Foundations of the Middle School (2 SH)
- EDUC 435-Middle School Methods & Materials (3 SH)
- Field Experience in an approved Middle School Setting (20 clock hours)
- OR**
- Student Teaching in a Middle School Setting (5 SH)

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 ESPB administrative rules.

Middle School Mathematics Education Grades 5-8			
EDUC 398-Secondary Field Experience	1	Electives to total 24 credits:	
EDUC 483-Secondary Methods for Mathematics	2	MATH 265-Calculus II	4
Math 103-College Algebra	3	MATH 420-History & 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	3
MATH 389-Modern Geometry	3		
		TOTAL	24

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	4
BIOL 151-General Biology II	4	PHYS 110-Astronomy	4
CHEM 121-Chemistry I	4	OR	
EDUC 398-Secondary Education Field Experience	1	PHYS 211-Physics I	
		TOTAL	27

Middle School Social Studies Education Grades 5-8			
EDUC 324-ND Studies	1	GEOG 300-World Regional Geography	3
EDUC 398-Secondary Field Experience	2	HIST 101-Western Civilization	3
EDUC 485-Secondary Methods of Social Science	2	HIST 103-US History of 1877	3
GEOG 262-Geography of North America	3	History Electives	5
		TOTAL	24
Pre-requisites: Econ 105, Geog 103, Soc 110			

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
- EDUC 351-Practicum in Remedial Reading
- ENGL 426-Reading in the Content Area

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.



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. Freshmen 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 class 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.

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 301-Applied Literary Criticism	3	ENGL 460-British Novel	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	6
ENGL 341-Masterpieces of British Literature	3	TOTAL	34

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 260-American Literature Masterpieces	3	ENGL 350/LMIS 350-Young Adult Literature and Media	3
ENGL 301-Applied Literary Criticism	3	ENGL 476S-Comprehensive Review/Exam	1
ENGL 315-Theory and Practice of Grammar	3	ENGL or COMM Electives	6
ENGL 325-Theory and Practice of Rhetoric	3	TOTAL	34



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.

Communications

Communications 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. Communications 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.

Because communication pervades all areas of personal, academic, and professional life, instruction in Communication is fundamental to the curriculum. Communication courses help students 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.

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

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 and EDUC 398 Secondary Education Field Experience.

Core Requirements:

GEOG 103-Multicultural World, Global Issues	3	GEOG 433-Geography of Europe	3
GEOG 262-Geography of North America	3	GEOG 445-Field Trip	2
GEOG 300-World Regional Geography and Anthropology	3	GEOG 474-Geographic Information Systems I	3
		GEOG 115 / GEOL 115-Introductory Geology	4
GEOG 320-Geographic Education 9-12 [online course]	3	GEOG 322 / SCNC 322-Environmental Science	3
GEOG 332 / ECON 332-Global Economy, Development, and the Third World	3	GEOG 480S-Geography Comprehensive	1
		GEOG Electives	3
TOTAL			34

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 300-World Regional Geography and Anthropology	3	GEOG 433-Geography of Europe	3
		GEOG 474-Geographic Information Systems I	3
GEOG Electives	3	TOTAL	21

Alternative Courses (With Consent of Advisor)			
GEOG 115 / GEOL 115-Introductory Geology	4	GEOG 320-Geography Education 9-12 [online course]	3
GEOG 322 / SCNC 322-Environmental Science	3	GEOG 445-Field Trip	1-3

Additional alternative courses are available for the geography major or minor—contact the Liberal Arts Division Chair for information.

Students taking the Geography Education Minor will also be expected to take EDUC 398-Secondary Education Field Experience and EDUC 485-Secondary Methods for Social Science.



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-10), 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. Psys 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	4	HPER 368-Principles of Conditioning	3
EDUC 359-Foundations of Special Education	3	HPER 402-Exercise Physiology	3
HPER 207-Prevention and Care of Injuries	3	HPER 415-Eval of Psychomotor Performance	3
HPER 217-Personal and Community Health	2	HPER 430-Methods of Appraisal, Testing and Prescription of Exercise	3
HPER 222-Nutrition	3	HPER 441-Applied Kinesiology	3
HPER 340-Modern Issues & Materials in Health	3	SOC 351-Sociology of Aging	3
HPER 350-Motor Learning	2	TOTAL	38



SPECIALIZATIONS

SPECIALIZATION: Fitness Pedagogy			
HPER 120 – Racquet Sports	1	Electives: Select 2 from the following	
HPER 233-Individual Fitness	1	HPER 130-Outdoor Pursuits	1
HPER 319-Health & PE in Elementary Schools	2	HPER 135-Golf/Bowling	1
HPER 333-PE for Exceptional Child	2	HPER 153-Recreational Sports	1
HPER 342-Physical Activity Instruction for Older Adults	3	HPER 206-Social/Folk Dance	1
HPER 370-Fitness & Sports Teaching Technique	3		
HPER - Aquatics	1	TOTAL	15

SPECIALIZATION: Internship/Wellness			
HPER 376S-Comp & Review Exam	1	Wellness Electives: Select 9 from the following:	
HPER 442-Field Experience	2	HPER 332-Comp Health Educ K-12	3
HPER 497-Internship-supervised work experience	3	HPER 360-Sports Psychology	2
		PSYC 280-Group Dynamics	3
		PSYC 441-Mental Hygiene	3
		SOC 335-Marriage & Family	3
		SOC 355-Drugs and Society	3
		TOTAL	15

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	4	HPER 340-Modern Issues and Materials in Health	3
BIOL 302-Survey of Microbiology	4	HPER 402-Exercise Physiology	3
HPER 217-Personal and Community Health	2	HPER 476S-Comprehensive Review/Exam	1
HPER 222-Nutrition	3	PSYC 441-Mental Hygiene	3
HPER 332-Comprehensive Health Education for K-12	3	SCNC 322-Environmental Science	3
SOC 335-Marriage and the Family	3	TOTAL	32



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	4	HPER 340-Modern Issues and Materials in Health	3
BIOL 302-Survey of Microbiology	4	HPER 402-Exercise Physiology	3
HPER 217-Personal and Community Health	2	HPER 476S-Comprehensive Review/Exam	1
HPER 222-Nutrition	3	PSYC 441-Mental Hygiene	3
HPER 332-Comprehensive Health Education for K-12	3	SCNC 322-Environmental Science	3
SOC 335-Marriage and the Family	3	TOTAL	32

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 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 DAPE (Developmental Adapted Physical Education) 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-Organization and Administration of Physical Education and 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	<u>Select one credit from the following:</u> HPER 130-Outdoor Pursuits HPER 135-Golf/Bowling HPER 153-Recreational Sports	
HPER 310-Foundations and History of Physical Education/Athletics	2		1
HPER 319-Health and Physical Education in the Elementary School	2		1
HPER 333-Physical Education for the Exceptional Child	2	TOTAL	37



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:

BADM 302-Principles of 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 PE and Athletics	2
HPER 310-Foundations & History of Phys.Ed/Athl	2	HPER 441-Applied Kinesiology	3
HPER 350-Motor Learning	2	HPER 476S-Comprehensive Review and Exam	1
HPER 360-Sports Psychology	2	HPER 497- Internship	2-4
		TOTAL	37

SPECIALIZATIONS: (Both specializations required)

Sports Pedagogy: (Select 15 credits)	
HPER 130-Outdoor Pursuits	1
HPER 135-Golf/Bowling	1
HPER 153-Recreational Sports	1
HPER 206-Social/Folk Dance	1
HPER 319-Health & PE in Elementary Schools	2
HPER 333-PE for Exceptional Child	2
HPER 342-Physical Activity Instruction for Older Adults	3
HPER 370-Fitness & Sports Teaching Technique	3
HPER - Aquatics	1

Business (Select 15 credits)	
ACCT 200-Elements of Accounting I	4
ACCT 315-Business in Legal Environment	3
BADM 301-Principles of Marketing	3
BUSN 318-Advertising & Promotion Mgmt	3
BUSN 334-Business Communication	3
BUSN 340-Project Management	3
BUSN 351-Human Resource Management	3



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	Coaching Methods: (4 S.H. from the following)	
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 Psychology	2	HPER 363-Track and Field Coaching and Officiating	2
HPER 402-Exercise Physiology	3	HPER 364-Baseball/Softball Coaching and Officiating	2
HPER 440-Organization and Administration of Physical Education	2	HPER 366-Volleyball Coaching and Officiating	2
HPER 441-Applied Kinesiology	3		
HPER 442-Field Experience and Practicum	2		
Subtotal	19	TOTAL	23

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 (Grades Pre-K-6)	1
EDUC 390-Special Needs in an Inclusive Environ.	3	HPER 444-Adapted Physical Education Practicum (Grades 7-12)	1
HPER 333-Physical Education for the Exceptional Child	2		
HPER 350-Motor Learning	2	TOTAL	18

Minor: Fitness and Wellness

This minor is designed for students preparing 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.

Health Education minors complete the general education requirements plus the program requirements listed below. Candidates

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 & Prescrip	3
HPER 350-Motor Learning	2	HPER 368-Principles of Conditioning	3
		Subtotal	22



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.

A student completing a minor in Health Education must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

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 441-Mental Hygiene	3
HPER 332-Comprehensive Health Education for K-12	3	SOC 335-Marriage and the Family	3
HPER 340-Modern Issues and Materials in Health	3	TOTAL	20

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.

Core Requirements: (Pre-requisites: BIOL 111, BIOL 220 and HPER 210)

HPER 206-Social/Folk Dance	1	Movement Skills: (1 course from the following)	
HPER 209-Rhythms and Tumbling	1	HPER 120-Racquet Sports	1
HPER 310-Foundations and History of Physical Education/Athletics	2	HPER 130-Outdoor Pursuits	1
		HPER 135-Golf/Bowling	1
HPER 333-Physical Education for the Exceptional Child	2	HPER 153-Recreational Sports	1
HPER 370-Fitness/Sports Teaching Techniques	3	Aquatics: (1 course from the following)	
HPER 402-Exercise Physiology	3	HPER 219-Lifeguard Training	1
HPER 415-Evaluation of Psychomotor Performance	3	HPER 261-Inter. Swimming and Basic Water Safety	1
HPER 440-Organization and Administration of Physical Education/Athletics	2	HPER 263-Advanced Swimming and Basic Water Rescue	1
		HPER 265-Water Safety Instructor	2
Subtotal	17	TOTAL	19

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 150, Biol 220 and HPER 210)

BADM 302-Principles of Management	3	HPER 402-Exercise Physiology	3
BADM 491-Professional Development	1	HPER 430-Methods of Appraisal, Testing and Prescription of Exercise	3
HPER 207-Prevention and Care of Injuries	3		
HPER 217-Personal and Community Health	2	HPER 440-Organization and Administration of Physical Education	2
HPER 360-Sports Psychology	2		
HPER 368-Principles of Conditioning	3	Subtotal	22



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 and EDUC 398-Secondary Education Field Experience.

Core requirements:

HIST 101-Western Civilization I	3	Choose 21SH from the following:	
HIST 102-Western Civilization II	3	HIST 250-Survey of Scandinavian History	3
HIST 103-US to 1877	3	HIST 305 / POLS 305-Constitutional History	3
HIST 104-US since 1877	3	HIST 314 / POLS 314-Ideology and Government	3
HIST 480S-History Comprehensive	1	HIST 319-Colonial and Revolutionary America	3
Subtotal	13	HIST 330 / POLS 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
		TOTAL	34

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	TOTAL	21

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

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 twenty first 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 20th and 21st century music, to concert band, stage band, pep band, or solos/ensembles for the instrumentalist.

General Information:

- 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.





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) not only knowledge to anticipate changing needs in libraries but also 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

During the Fall and Spring semesters, courses are offered online over the Web. Summer session courses are offered online, face-to-face on campus, or in a hybrid format.

Core Requirements:

EDUC 272-Educational Technology	1	LMIS 370-Reference Sources and Services *	3
LMIS 250-Intro to Libraries and Information Science *	3	LMIS 445-Standards for Effective Libraries	3
LMIS/ENGL 317-Children's Literature OR	3	LMIS 430-Administration of the School Library Media Center *	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	TOTAL	25

*Five core courses required for LM03 credential.

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 the 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

Division of Science and Mathematics

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).

Major: Mathematics Education Bachelor of Science in Education

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 Exam	1
MATH 389-Modern Geometry	3		
MATH 412-Differential Equations	3	TOTAL	33

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	TOTAL	33



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 18 semester hours. Teacher certification requires taking EDUC 483-Secondary Methods for Mathematics.

Core Requirements:

MATH 105-Trigonometry	2	MATH 323-Probability and Statistics	3
MATH 165-Calculus I	4	Subtotal	9

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	Total	18





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 acquaint students with the basic principles and laws of human behavior. This program complements studies in Education, Health Education, Science, Social Science, and Business. Preparation for 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 ability to attack problems systematically are reasons for consideration of a major or minor in psychology.

Major: Applied Psychology Bachelor of Arts

The primary goal of the major in Applied Psychology is to meet the continued needs of employers seeking graduates with a Psychology background which addresses the interpersonal and intrapersonal skills of all people as they seek employment in an ever-increasing diverse world. Human services, business, criminal justice areas as well as early childhood professionals are seeking graduates that are better educated to meet complex human personality and behavior issues in these areas and to better serve the needs and demands of customers and clientele in these fields.

Core Requirements: (Pre-requisite: GEOG 103 or ECON 105; MATH 103, PSYC 111, and SOC 110)

BUSN 336-Applied Statistics	3	PSYC 460-Research Methods in Psychology	3
PSYC 360-Introduction to Personality Theory	3	PSYC 476S-Comprehensive Review/Exam	1
PSYC 405-History and Systems of Psychology	3	PSYC 497-Internship *	1 - 3
PSYC 441-Mental Hygiene	3	Subtotal	17 - 19

* - 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 361-Social Psychology	3
HPER 360-Sports Psychology	2	PSYC 370-Abnormal Psychology	3
PSYC 250-Developmental Psychology	3	PSYC 399-Readings in Psychology	1
PSYC 255-Child and Adolescent Psychology	3	PSYC 422-Learning Theory and Evaluation	3
PSYC 280-Group Dynamics	3	PSYC 435-Physiological Psychology	3
PSYC 330-Behavior Modification and Therapy	3	PSYC 470-Introduction to Clinical Psychology	3
PSYC 331-Introduction to Guidance and Counseling	3	PSYC X99-Special Topics	1 - 3
		SOC 130-Introduction to Human Services	3
PSYC 332-Applied Psychology	3	TOTAL	42

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 250-Developmental Psychology	3	PSYC 370-Abnormal Psychology	3
PSYC 330-Behavior Modification and Therapy	3	PSYC 422-Learning Theory and Evaluation	3
PSYC 361-Social Psychology	3	PSYC 470-Introduction to Clinical Psychology	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
Subtotal	6

Select 15 S.H. from these courses:			
EC 320-Infants and Toddlers	3	PSYC 361-Social Psychology	3
EDUC 390-Special Needs in an Inclusive Environment	3	PSYC 370-Abnormal Psychology	3
PSYC 280-Group Dynamics	3	PSYC 422-Learning Theory and Evaluation	3
PSYC 330-Behavior Modification and Therapy	3	PSYC 441-Mental Hygiene	3
PSYC 331-Introduction to Guidance and Counseling	3	PSYC 460-Research Methods in Psychology	3
PSYC 332-Applied Psychology	3	PSYC 470-Introduction to Clinical Psychology	3
		Electives (as approved by Psychology Dept)	3
		TOTAL	21

Minor: Psychology Education

The psychology education minor requires completion of 21 semester hours plus EDUC 398-Secondary Field Experience (1 SH) and EDUC 485-Secondary Methods for Social Science (2 SH).

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 255-Child and Adolescent Psychology	3	Select 9 S.H. from these courses:	
PSYC 360-Introduction to Personality Theory	3	PSYC 250-Developmental Psychology	3
PSYC 361-Social Psychology	3	PSYC 280-Group Dynamics	3
PSYC 370-Abnormal Psychology	3	PSYC 331-Introduction to Guidance	3
Subtotal	12	PSYC 332-Applied Psychology	3
		PSYC 441-Mental Hygiene	3
		TOTAL	21



SCIENCE

Division of Science and Mathematics

Minor: General Science

This minor includes 20 semester hours including a minimum of 8 semester hours in any two areas of science (biology, chemistry, earth science or physics) and 4 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 twenty-four semester hours in science. Of these 24 semester hours, a minimum of 6 hours must be in biology/life science and 6 hours must be in earth science (astronomy or geology), and a minimum of 4 hours of 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	4	PHYS 499-Special Topics	4
PHYS 211 and 211L-College Physics I / Lab	4	CHEM or PHYS 300-400 Level Electives	4
PHYS 212 and 212L-College Physics II / Lab	4	TOTAL	20

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 consist 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:

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.

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.
- Majors can qualify for additional teaching areas in Sociology or Psychology by taking six hours in those areas.
- Students will also take the education courses for secondary education as outlined in the Education section of this catalog, including Educ 485-Secondary Methods for Social Science and Educ 398-Secondary Education Field Experience.

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:

HISTORY			
HIST 101-Western Civilization I	3	HIST Electives	6
HIST 102-Western Civilization II	3	SOSC 480S-Social Science Comprehensive	1
HIST 103-US to 1877	3		
HIST 104-US since 1877	3	Subtotal	19

Specializations:

Students must select at least TWO of these specializations:		ECONOMICS (12 S.H.)	
		ECON 201-Principles of Microeconomics	3
		ECON 202-Principles of Macroeconomics	3
		ECON 332-Global Economy, Development and the Third World	3
GEOGRAPHY (12 S.H.)		ECON 423-Global Economic History	3
GEOG 300-World Regional Geography and Anthropology	3		
GEOG 332-Global Economy, Development and the Third World	3	POLITICAL SCIENCE (12 S.H.)	
GEOG 433-Geography of Europe	3	POLS 314-Ideology and Government	3
GEOG Electives	3	POLS 305-Constitutional History	3
		POLS Electives	6
		Core Requirements	19
		Two Specializations	24
		TOTAL	43



Major: Social Science Bachelor of Arts

Students pursuing this program must complete 31 semester hours of prescribed courses and twelve hours of electives, for a total of 43 hours. Students will also be required to complete at least a 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, Development and the Third World	3
HIST 102-Western Civilization II	3		
HIST 103-U.S. to 1877	3	SOC 115-Social Problems	3
HIST 104-U.S. since 1877	3	SOSC 480S-Social Science Comprehensive	1
POLS 305 / HIST 305-Constitutional History	3	Subtotal	31
POLS 314 / HIST 314-Ideology and Government	3	AND	
ECON 201-Principles of Microeconomics	3	HIST Electives	12
OR		POLS Electives	12
ECON 202-Principles of Macroeconomics		GEOG Electives	12
GEOG 300-World Regional Geography and Anthropology	3	<i>(Select one of the above elective areas)</i>	
		TOTAL	43

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	POLS 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	OR	
HIST 104-U. S. since 1877	3	ECON 202-Principles of Macroeconomics	
SOC 115-Social Problems	3	TOTAL	21



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.

Minors will take an additional 21 semester hours from courses listed below to complete their minor.

Core Requirements:

PSYC 361-Social Psychology	3	9 S.H. selected from the following:	
SOC 115-Social Problems	3	ECON 201-Principles of Microeconomics	3
SOC 335-Marriage and the Family	3	OR	
SOC 406-Crime and Delinquency	3	ECON 202-Principles of Macroeconomics	
Subtotal	12	HPER 217-Personal and Community Health	2
		POLS 314 / HIST 314-Ideology & Government	3
		PSYC 370-Abnormal Psychology	3
		SOC 351-Sociology of Aging	3
		SOC 355-Drugs and Society	3
		SOC 499-Special Topics	1 – 3
		TOTAL	21

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 (CCN's) 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)**4 S.H.**

This course introduces the accounting cycle as it applies to service and merchandising entities. Proprietorships, partnerships, and corporate ownership structures are considered. Use of accounting software is a significant component of the course. Pre-requisite or co-requisite: CIS 114. Fall, Spring.

ACCT 201 ELEMENTS OF ACCOUNTING II (CCN)**4 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.

ACCT 209 CONCEPTS OF MANAGERIAL ACCOUNTING**2 S.H.**

This course considers accounting information as it is used for internal decision making. Spreadsheet applications will be used throughout the course. Pre-requisite: Completion of ACCT 200 with a "C" grade or higher. Pre-requisite or co-requisite: CIS 114. Spring 2008 last offering.

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 2009; Summer 2008 online.

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 2010; Fall 2008 online

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 209. Alternate years, Fall 2008.

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 2009; Summer 2008 online.

ACCT 315 BUSINESS IN THE LEGAL ENVIRONMENT**3 S.H.**

The field of business law is introduced with emphasis on legal principles involved in contract, agency, and sales and product liability. 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 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 2009.

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 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.

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)

4 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. Lab activities are included in course. Pre-requisite: None. Co-requisite: ASTR 150L. On demand.

BADM 301 PRINCIPLES OF MARKETING (CCN)

3 S.H.

This course provides an introduction to the varied concepts that form the broad field of marketing. The primary goal of this course is to help students become intelligent consumers of marketing concepts, marketing applications, and marketing terminology. The focus of the class will begin with a foundation of basic introductory material, terminology, history, and an environmental and ethics analysis. The remainder of the class will focus on developing an in-depth understanding of the marketing mix: product, distribution, promotion, and price. Pre-requisites: CIS 112, CIS 114 and CIS 118. Fall, Spring.

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.

BIOL 111 CONCEPTS OF BIOLOGY (CCN)

4 S.H.

This course 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 on areas of human concern. The class incorporates laboratory, technology (through word processing, spreadsheets, electronic presentations, and the Internet), research, writing, reading, cooperative learning, and public speaking experiences in biology. Three hours of lecture and two hours of laboratory. Pre-requisite: None. Co-requisite: BIOL 111L. Fall.

BIOL 150 GENERAL BIOLOGY I (CCN)

4 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 and two hours of laboratory. Pre-requisite: None. Co-requisite: BIOL 150L. Fall.

BIOL 151 GENERAL BIOLOGY II (CCN)

4 S.H.

Survey of the monerans, protists, fungi, plants, and animals. To include classification, ecology, basic biology, and structure and function. Three hours of lecture and two hours of laboratory. Pre-requisite: BIOL 150. Co-requisite: BIOL 151L. Spring.

BIOL 220 ANATOMY AND PHYSIOLOGY I (CCN)**4 S.H.**

Three hours of lecture and two hours of laboratory per week. Cellular metabolism, origin and structure of tissue types, and integumentary, muscular, nervous, and skeletal systems will be covered in depth. Other related topics will be considered as appropriate. Co-requisite: BIOL 220L. CHEM 121 is encouraged. Spring.

BIOL 221 ANATOMY AND PHYSIOLOGY II (CCN)**4 S.H.**

Three hours of lecture and two hours of laboratory per week. Concentration of material is related to integration and coordination systems, processing and transportation systems, and aspects of the human reproductive cycle. Elements of cellular metabolism will be integrated as appropriate. Pre-requisite: BIOL 220. Co-requisite: BIOL 221L. Fall.

BIOL 236 SURVEY OF BOTANY**4 S.H.**

A general overview of structure, physiology, life cycles, and ecology of non-seed and seed plants. Three hours of lecture and two hours of laboratory. Field activities included. Pre-requisite: BIOL 151. Co-requisite: BIOL 236L. Spring.

BIOL 302 SURVEY OF MICROBIOLOGY (CCN)**4 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. Lab activities related to the lecture. Three hours of lecture and a two-hour lab each week. Pre-requisites: BIOL 111 or BIOL 150. Co-requisite: BIOL 302L. Alternate years, Spring, 2010.

BIOL 311 INVERTEBRATE ZOOLOGY (IT CERTIFICATE LEVEL III)**4 S.H.**

Survey of the biology, classification, and ecology of invertebrates, emphasizing major phyla and parasitic taxa. Three hours of lecture and two hours of laboratory. Field activities included. Pre-requisite: BIOL 151. Co-requisite: BIOL 311L. Alternate years, Fall 2009.

BIOL 312 VERTEBRATE ZOOLOGY (IT CERTIFICATE LEVEL III)**4 S.H.**

Survey of biology, classification, and ecology of chordates. Three hours of lecture and two hours of laboratory. Field activities included. Pre-requisite: BIOL 151. Co-requisite: BIOL 312L. Alternate years, Spring 2010.

BIOL 315 GENETICS (CCN)**4 S.H.**

Fundamentals of heredity in microbes, plants, and animals. Both classical and modern genetics with emphasis on problem-solving, molecular basis of genes, and gene interactions. Three hours of lecture and two hours of laboratory. Pre-requisites: BIOL 150, 236, 311 or 312, and one year of chemistry. One year of Organic chemistry recommended. Co-requisite: BIOL 315L. Alternate years, Fall 2008.

BIOL 341 CELL BIOLOGY (IT CERTIFICATE LEVEL III)**4 S.H.**

Fundamentals of eukaryotic and prokaryotic cells; membranes; cell organelles and their functions; and molecular organization of important cell organelles including the nucleus, mitochondrion, and chloroplast. Lab activities related to the lecture. Three hours of lecture and a two-hour lab each week. Pre-requisites: BIOL 151 and CHEM 341. Co-requisite: BIOL 341L. Alternate years, Spring 2009.

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. 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. Fall.

BIOL 480S BIOLOGY 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. S/U grading. Fall, Spring.

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 towards 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 205 ADVANCED WORD PROCESSING APPLICATIONS**3 S.H.**

Use of word processing software to create and format professional business documents including letters, memos, reports, tables, forms, brochures, and graphic aids. Not a beginner course; advanced features to be included are merges and multiple-page document creation. Pre-requisites: CIS 112. Spring.

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.

BOTE 375 ADMINISTRATIVE OFFICE PROCEDURES (CCN)**3 S.H.**

The course emphasizes duties, responsibilities and personal qualities of office support personnel. Use of advanced computer applications and related office technologies are included. Pre-requisites: CIS 112, CIS 114, CIS 116, and CIS 118. Alternate years, Spring 2009.

**BOTE 481S ADMINISTRATIVE OFFICE MANAGEMENT CAPSTONE
(IT CERTIFICATE LEVEL III)****1 S.H.**

A senior capstone project/experience in which students will demonstrate the skills and knowledge necessary for employment as an office professional. Specific objectives include using electronic communication and application tools to interpret, organize, and implement work assignments. Pre-requisite: instructor consent and senior standing. S/U grading. On demand.

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 and CIS 118. Spring.

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. 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 will 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. Prerequisites: CIS 112 and CIS 118. Fall.

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 and BOTE 347. Fall 2008 and 2009, Spring 2010.

BUSN 326 ELECTRONIC BUSINESS APPLICATIONS**3 S.H.**

This course provides students with an understanding of the basic technological framework of e-business and e-commerce. The course will focus on the ways in which information technology is used for conducting various business operations including marketing, sales, customer services, supply chain management, and human resource management to improve efficiency and competitiveness. The types of systems and business models that support different types of businesses will also be discussed. In addition, students will learn effective strategies for planning a successfully e-business solution. Alternative years, Fall 2009.

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.

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 systems. 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 and COMM 110. Fall, Spring.

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, and MATH 103. Fall, Spring; Fall 2008 online.

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 complimenting 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 and CIS 118. Fall.

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, and CIS 118. Spring.

BUSN 361 ENTREPRENEURSHIP AND MANAGEMENT

3 S.H.

The study of business management from an entrepreneurial perspective. The functions of planning, financing, marketing and controlling a new business enterprise are covered in this course. Students will study the creative aspects of starting a new business including idea generation and resource identification. In addition, students will study the critical nature of leadership and management as these skills pertain to the successful business. Students will complete a comprehensive business plan as a cornerstone of the course. Pre-requisites: ACCT 201, BADM 301, BADM 302 and BUSN 323. 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-requisites: BUSN 336. Spring.

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; Spring 2009 online.

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, PSYC 111 or SOC 110. Fall.

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; Spring 2010 online.

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, beginning 2009.

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 and 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 BAS 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.

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 and CIS 118. Fall, Spring.

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 Sone-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 towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

BUSN 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.

CHEM 121 GENERAL CHEMISTRY I (CCN)**4 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 3 hours of lecture and 2 hours of lab per week. Co-requisites: CHEM 121L and MATH 103. Pre-requisite: None. Fall.

CHEM 122 GENERAL CHEMISTRY II (CCN)**4 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. Course consists of 3 hours of lecture and 2 hours of laboratory per week. Pre-requisite: CHEM 121. Co-requisite: CHEM 122L. Spring.

CHEM 330 QUANTITATIVE ANALYSIS I (CCN)**3 S.H.**

Principles and applications of gravimetric, volumetric, and absorptiometric analysis. The course consists of 3 hours of lecture. Pre-requisite: Admission to major or consent of instructor. Co-requisite: CHEM 330L. Alternate years, Spring, 2010.

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, 2010.

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)**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 4 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 2008.

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 2008.

CHEM 480S CHEMISTRY 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. S/U grading. Pre-requisites: admission to major or consent of instructor. Fall, Spring.

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 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.

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 109 PROGRAMMING LOGIC AND DESIGN**3 S.H.**

This course provides the beginning programmer with a guide to developing structured program logic with the study of sequence, decision, and looping logic structure. Pre-requisite: None. Fall.

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; 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. Pre-requisite: CIS 109. 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 220 HARDWARE TROUBLESHOOTING**3 S.H.**

A study of hardware and software troubleshooting for personal computers with an emphasis on hands-on learning. This course should help prepare the student to write the A+ certification exam, an industry standard for service technicians. Pre-requisite: None. Spring.

CIS 260 AUTHORIZING DIGITAL PUBLICATIONS**3 S.H.**

This course includes instruction in desktop publishing, web page design and editing, and related software applications that provides students the opportunity to create effective, professional business publications. Pre-requisites: CIS 112, CIS 114, CIS 116, CIS 118. Spring.

CIS 270 COMPUTER ORGANIZATION AND OPERATING SYSTEMS**3 S.H.**

A study of the low-level operation of computers and operating systems. This will be a general study, mentioning, but not emphasizing, a specific platform or operating system. The role/use of computer languages and the capabilities/limitations of computing machines are explored. Pre-requisite: None. Fall.

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, database implementation using a DBMS software. Pre-requisite: CIS 116. 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. Pre-requisite: None. 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. Pre-requisite: None. Spring.

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 300 and CIS 375. 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 WEBSITE DESIGN AND DEVELOPMENT**3 S.H.**

This course introduces the theory and design of website 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 website navigation structure, web site file and directory structure, data validation and other dynamic effects using JavaScript, and publishing website 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 376 ADVANCED C ++**3 S.H.**

A more detailed study of the C++ programming language, how it differs from C, how the Standard Library is designed, Object-oriented features of the language, etc. Runtime complexity theory is also introduced. Pre-requisite: CIS 375 with a "C" grade or higher. Spring.

CIS 377 C#**3 S.H.**

This course provides broad knowledge and skills needed to develop applications for the Microsoft .NET Platform using C#. This course covers language syntax, data types, control structures, .NET core classes and how to use them, object-oriented programming concepts, application debugging and runtime error handling. Getting to know the core .NET Framework library classes and using them in developing applications are the primary focus. Pre-requisite: CIS 375. Spring.

CIS 380 OBJECT-ORIENTED PROGRAMMING**3 S.H.**

This course covers fundamental principles of object-oriented programming using an object-oriented programming language. The course emphasis is on object-oriented concepts and not on the syntax of the programming language used. The topics covered in this course are: introduction to the programming language, classes and objects, class methods, class fields or data members, constructor, accessor and mutator methods, data types, control structures, object interaction, code abstraction and modularization, object grouping and collection classes, documentation of class library, coupling and cohesion in designing classes, encapsulation, inheritance, polymorphism, abstraction, class hierarchy and interfaces. May be repeated for different languages. Pre-requisite: CIS 375. Spring.

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. Meant to give students a guided, in-depth study of a current topic related to data communications. Examples of recent topics: wireless communications, 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 popular scripting languages. In this course students will learn how to create database driven websites including user interface design aspects. Pre-requisites: CIS 205, CIS 300 and 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 and 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 and CIS 380. Fall.

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 academic adviser'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 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.

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.

CLS 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.

CLS 234L HUMAN PARASITOLOGY LABORATORY**1 S.H.**

Laboratory methods for the identification and diagnosis of human parasites. Co-requisite: CLS 234. Spring.

CLS 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.

CLS 301L IMMUNOTECHNIQUES LABORATORY**1 S.H.**

Theory and practical application of laboratory investigations of immunology, serology, and immuno-hematology. Co-requisite: CLS 301. Spring.

CLS 325 HEMATOLOGY (CNN)**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.

CLS 325L HEMATOLOGY LABORATORY (CNN)**1 S.H.**

Morphological examination of blood and bone marrow and laboratory testing used in hematological study. Co-requisite: CLS 325. Fall, Summer.

CLS 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.

CLS 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.

CLS 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.

CLS 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.

CLS 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.

CLS 473 CLINICAL HEMOSTASIS 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.

CLS 474 CLINICAL URINALYSIS 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.

CLS 477 CLINICAL IMMUNOHEMATOLOGY 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

CLS 477L CLINICAL IMMUNOHEMATOLOGY 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.

CLS 478 CLINICAL MICROBIOLOGY 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.

CLS 479 CLINICAL HEMATOLOGY 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.

CLS 480 CLINICAL IMMUNOHEMATOLOGY 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.

CLS 481 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.

CLS 483 CLINICAL HEMOSTASIS 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

CLS 484 CLINICAL MICROBIOLOGY 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.

CLS 485 CLINICAL URINALYSIS 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.

CLS 487 MEDICAL MYCOLOGY

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.

CLS 488 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.

CLS 489 CLINICAL BODY FLUIDS

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.

CLS 490 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.

CLS 491 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.

CLS 492 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.

CLS 494 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.

CLS 495 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.

CLS 498 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.

COMM 104 ELECTRONIC COMMUNICATION (IT CERTIFICATE LEVEL I)

0 S.H.

The electronic communication component of the IT certification program is intended to acquaint students with the basics of e-mail usage and etiquette. S/U grading. Co-requisite: COMM 110. Fall, Spring.

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. This general education course prepares the student for active participation in oral communication not only in the classroom, but also as a member of the community. Pre-requisite: None. Co-requisite: COMM 104-Electronic Communication. Fall, Spring.

COMM 150S FORENSICS PRACTICE (CCN)

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 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 their range of choices they make in their personal interactions. Alternate years, Spring 2009.

COMM 245S RADIO BROADCASTING**1 S.H.**

Radio Broadcasting 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 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 2008.

COMM 314 ARGUMENTATION AND DEBATE (CCN)**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 2009.

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 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.

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 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 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 303 SIGN LANGUAGE**3 S.H.**

Cross-listed with EDUC 303. 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 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. Lesson 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 ECE/Early Elementary 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 ECE/Early Elementary 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 PreK 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 regards 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 assignments. Pre-requisite: Admission to Teacher Education. Co-requisites: EC 310, EC 326. Only available to Cohort students in ECE/Early Elementary Education. Alternate Summers, 2009.

EC 316 LANGUAGE ARTS IN EARLY ELEMENTARY**3 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 Admission to Teacher Education. Co-requisites: EC 311, SCNC 323. Only available to Cohort students in ECE/Early Elementary 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 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 S.H.**

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 and EC 211. Alternate years, Fall 2008.

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 and EC 211. Co-requisite: EC 376. Summer, Spring.

EC 335 ART AND MUSIC IN ECE**3 S.H.**

The purpose of this course is to address 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 PreK-3rd Grade. Pre-requisites: EC 210 and 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 and 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 and 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. Spring.

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 2009

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 2008

EC 342 ROUTINES AND GUIDANCE IN INFANT AND TODDLER PROGRAMS**3 S.H.**

Cross-listed with HIST 423. 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 2009

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 2009.

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 2010.

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 and ENGL 120. Alternate years, Summer 2009.

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 IN ECE**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 while under the supervision of professional early childhood staff. Pre-requisite: EC 210 and 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 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 and EC 333 and consent of instructor. Fall, Spring; Summer with instructor approval.

EC 412 DIVERSITY AND PROFESSIONALISM IN ECE**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 IN ECE (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 IN ECE**2 S.H.**

The purpose of this course is to give the student an educational experience in which they will participate in an out-of-class service assignment 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 & 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.**

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 202 PRINCIPLES OF MACROECONOMICS (CCN)**3 S.H.**

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 GLOBAL ECONOMY, DEVELOPMENT, AND THE THIRD WORLD**3 S.H.**

Cross-listed with GEOG 332. The course will use a balanced approach to develop 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 1010.

ECON 423 GLOBAL ECONOMIC HISTORY**3 S.H.**

Cross-listed with HIST 432. 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 2009.

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 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.

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 to 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 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 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, 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. Co-requisites: EDUC 298 and EDUC 272. 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. Co-requisites: EDUC 250 and EDUC 298. Fall, Spring.

EDUC 276 PPST 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 fulltime 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 and begin their electronic profile. Students must have purchased Live-Text program from the Bookstore. Co-requisites: EDUC 250 and EDUC 272. 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 and 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, and HPER 319. Fall, Spring.

EDUC 303 SIGN LANGUAGE**3 S.H.**

Cross-listed with EC 303. 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 and Summer through IVN.

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 on-line research for assignments. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 301, EDUC 323, EDUC 324, MATH 307, and 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, and 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 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 and SCNC 321. Fall, 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 and 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 on-line research for art assignments. Pre-requisite: Admission to Teacher Education. Co-requisites: EDUC 302, EDUC 319, and 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 and 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 and 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. Spring.

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, 2009.

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, 2010.

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 and ENGL 120. Alternate years, Summer 2009.

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 and Admission to Teacher Education. 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 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 & 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 395 SERVICE LEARNING (CCN)**2 S.H.**

The purpose of this course is to give the student an educational experience in which they will participate in an out-of-class service assignment 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.

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 a Tuesday/Thursday morning 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 observations will be required. An on-campus seminar will be conducted after hours. Topics include: professionalism, extracurricular activities, performance of extra duties, stress management. 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 back a few 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 are to 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**2 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. 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; 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, math, 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 and EC 211. Fall, Summer.

EDUC 480 GENERAL METHODS FOR SECONDARY EDUCATORS**2 S.H.**

This course focuses upon curricular planning and mapping ; national & 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 & 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 481 SECONDARY METHODS FOR ENGLISH	2 S.H.
EDUC 482 SECONDARY METHODS FOR HEALTH AND 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.

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 & management; use of alternative instructional strategies adapted to subject matter content; writing a philosophy of education paper that outlines philosophical development & expression and an administrative unit (liability, safety, budget, evaluation & 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 497S INTERNSHIP **.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major course of study. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. The course may be repeated depending on the availability of work sites. Pre-requisites: junior or senior standing, completion of approximately three-fourths of the major program, cumulative grade point average of 2.50, 3.00 grade point average in the major, and approval of the Division. S/U grading. 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 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.

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.

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.

ENGL 106 ELECTRONIC RESEARCH (IT CERTIFICATE LEVEL I) **0 S.H.**

The research component of the IT certification program is intended to acquaint students with the basics of research techniques and resources. S/U grading. Co-requisite: ENGL 120. 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 multi-paragraph 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. Co-requisite: ENGL 106-Electronic Research. 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. Spring.

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 successful completion of ENGL 110 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 2010.

ENGL 301 APPLIED LITERARY CRITICISM (IT CERTIFICATE LEVEL III) 3 S.H.

Students will explore some of the major literary and cultural theories and approaches that have been employed by literary and cultural critics. This course will emphasize readings in primary texts by critical theorists as well as practical applications of theories to literary works. In addition to writing assignments that assess students' application of theoretical principles, students will also produce an annotated bibliography and technology-enhanced presentation of research on a literary topic or text(s). Theoretical and literary works used in the course are drawn from different cultural contexts and represent both print and non-print media. Pre-requisites: Successful completion of ENGL 110 and ENGL 120. Alternate years, Spring 2009.

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. Pre-requisites: Successful completion of ENGL 110 and ENGL 120. Fall.

ENGL 317 CHILDREN'S LITERATURE 3 S.H.

Cross-listed with 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, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete on-line 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: Successful completion of ENGL 110 and ENGL 120. Spring.

ENGL 340 LITERATURE OF THE NON-WESTERN WORLD**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. Prerequisite: None. Alternate years, Fall 2008.

ENGL 341 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 2009.

ENGL 350 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.

ENGL 360 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, Spring 2009.

ENGL 425 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 2010.

ENGL 426 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.

ENGL 460 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, 2009.

ENGL 476S COMPREHENSIVE REVIEW/EXAM (IT CERTIFICATE LEVEL III)**1 S.H.**

A comprehensive examination covering selected works of English, American and World Literature (including both Western and non-Western works) interpreted from a variety of critical approaches. The examination includes an oral presentation based on both electronics and non-electronic research and utilizing PowerPoint. S/U grading. Offered on demand.

ENGL 497S 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.

ENGL 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.

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 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.

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**4 S.H.**

Cross-listed with GEOL 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 2008.

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. Alternate years, Spring 2010; Online on demand.

GEOG 322 ENVIRONMENTAL SCIENCE**3 S.H.**

Cross-listed with SCNC 322. The course will use a balanced approach to develop 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 2010.

GEOG 332 THE GLOBAL ECONOMY, DEVELOPMENT, AND THE THIRD WORLD 3 S.H.
(IT CERTIFICATE LEVEL III)

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. Classes may be conducted over the Interactive Video Network (IVN). Pre-requisite: sophomore standing, or consent of instructor. Alternate years, Fall 2009.

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 2009.

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 where 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 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.

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) 4 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 2008.

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.

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.

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: Successful completion of ENGL 110 and ENGL 120, HIST 101 or consent of instructor. Spring 2010.

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 2008.

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.

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: Successful completion of ENGL 110 and ENGL 120, or consent of instructor. Fall 2009.

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 and 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 20th Century. Pre-requisites: HIST 103, HIST 104, successful completion of ENGL 110 and ENGL 120, or consent of instructor. Fall, 2010.

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: Successful completion of ENGL 110 and ENGL 120, or consent of instructor. Spring 2009.

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: Successful completion of ENGL 110 and ENGL 120, or consent of instructor. Spring 2010.

HIST 406 THE UNITED STATES: CIVIL WAR AND RECONSTRUCTION, 1850-1877**3 S.H.****(IT CERTIFICATE LEVEL III)**

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 2008.

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 twentieth century and aspects of the contemporary economic era. Pre-requisites: HIST 102 or HIST 104 or consent of instructor. Spring 2009.

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 where 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 their 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 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.

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. Co-requisite: HPER 100L. Pre-requisite: None. Fall, Spring, Summer.

HPER 101S-112S VARSITY SPORTS

0-1 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. Pre-requisite: 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, Ice Skating, In-line Skating, 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/BOWLING

1 S.H.

A one semester hour course that provides the introductory skills used when participating in Golf and Bowling. This course will be divided into two 8-week sessions. The class will meet once a week for 1 hour and 45 minutes each week for the entire semester. Students in this class will be introduced to teaching methodology for each of the activities. Fall.

HPER 153 RECREATIONAL SPORTS

1 S.H.

Recreational activities in the category of lifetime sports. Examples of activities include billiards, darts, table tennis and horse shoes. Pre-requisite: None. Spring.

HPER 206 SOCIAL/FOLK DANCE

1 S.H.

International and American Folk dances and the fundamentals of social dancing will be practiced. Fundamentals of the two-step, polka, schottische, waltz, fox-trot, swing 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 \$20. 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 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 and 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.

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 work outs: walking, jogging, dancing, aerobics, weight training, and other activities. Pre-requisite: None. Fall, Spring.

HPER 260 BEGINNING SWIMMING
1 S.H.

The course based on the American Red Cross standards for the non-swimmer 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 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. Spring.

HPER 315 MOVEMENT EDUCATION IN EARLY CHILDHOOD
2 S.H.

This course is designed for the early childhood educator (birth - 8 years). 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 200 and EC 201 or EDUC 200 and EDUC 201. Fall.

HPER 319 HEALTH and PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 2 S.H.
(IT CERTIFICATE LEVEL III)

A course designed specifically for the Elementary Education majors and Physical Education majors/minors. Areas of study include the place of physical education in child development, nature and analysis of movement, physical education curriculum, game activities, gymnastic activities, dance activities, and practical application of methods in an elementary school setting. The course will also direct attention to contemporary health issues and topics that need to be addressed. 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. Spring.

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. Theory and practical work will be emphasized. Pre-requisite: None. Fall.

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 on campus, Spring online.

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 2 S.H.

Sport and exercise psychology is the study of the effect of psychological and emotional factors on sport and exercise performances, and the effect of sport and exercise involvement on psychological and emotional factors. Pre-requisite: none. 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 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 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 concepts-based fitness course within a physical education program. The skills and methods involved in various team, individual, and dual sports, including lead-up games and fitness activities will be stressed. Teaching skills will be developed through supervised experience in laboratory and naturalistic settings. 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-requisite: BIOL 111 or BIOL 150 and BIOL 220. Fall and 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. Spring.

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 extra-curricular 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-requisite: 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 non-teaching career. The Fitness and Wellness major and the Coaching minor requires 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 in pre-K-6 with disabilities. 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 in grades 7-12 with disabilities. 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 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 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.

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 220 HISTORY OF MUSIC IN A MULTICULTURAL WORLD

3 S.H.

History of Music in a Multi-Cultural 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 twenty first century includes the developments in the world of art, literature and history that took place during the same time frame. Fall, Spring.

HUM 221 HISTORY OF ART IN A MULTICULTURAL WORLD

3 S.H.

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 twenty first century includes the developments in the world of music, literature and history that took place during the same time frame. Fall, Spring.

HUM 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.

HUM 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.

HUM X99 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.

JOUR 450S PRACTICUM

1 S.H.

The course involves participation for credit on the student newspaper and/or yearbook staffs. Sessions will be held once each week to discuss problems students have encountered. Discussion will deal with problems as they might occur in the teaching situation. Students may enroll in as many as four semester hours of school publications practicum over the course of four years of study. S/U grading only. On demand.

LMIS 250 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. Spring, Summer.

LMIS 317 CHILDREN'S LITERATURE**3 S.H.**

Cross-listed with ENGL 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 on-line research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-requisite: Sophomore standing. Fall, Spring.

LMIS 350 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.

LMIS 360 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, 2008, 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 2008, 2010.

LMIS 370 REFERENCE SOURCES AND SERVICES**3 S.H.**

Introduction to print and electronic sources of reference and bibliographic information. Emphasis is on critical examination, evaluation, and practice in using reference materials, the reference interview, online searching techniques and collaborating with teachers to promote information literacy. Spring; Alternate Summers 2009.

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 2008, 2010.

LMIS 445 STANDARDS FOR EFFECTIVE LIBRARIES**3 S.H.**

Study of state and national standards and their application in an effective school library program. Students will use the standards to design a library program and will then practice some lesson plans from their program. Fall; Alternate Summers 2009.

LMIS 470 CURRENT ISSUES IN INFORMATION SCIENCE**3 S.H.**

Research into and discussion of current issues that librarians face. Spring; Alternate Summers, 2009.

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 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.

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.

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.

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-requisite: MATH 103 and 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)**4 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**2 S.H.**

In this course, students will observe and practice a variety of instructional methods in the teaching of math to elementary and middle school students. Students will complete a 30 hour field experience observing elementary or middle school math instruction in authentic classrooms. Students will complete a practicum including math instruction to fourth grade students. Attention will be given to the ND math content standards. Diversity topics of the elementary/middle school classrooms will be addressed. Students will create lesson plans and research teaching strategies. Pre-requisite: MATH 103. Co-requisites: EDUC 301, EDUC 318, EDUC 323, EDUC 324, and 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.

MATH 389 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. Fall.

MATH 412 DIFFERENTIAL EQUATIONS**3 S.H.**

A study of ordinary differential equations with applications. Pre-requisite: MATH 265. Alternative years, Fall 2009.

MATH 420 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. Spring.

MATH 435 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 2008.

MATH 443 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.

MATH 450 MATHEMATICS SEMINAR**2 S.H.**

Research and discussion of special aspects of mathematics. Pre-requisite: junior standing or consent of instructor. On demand.

MATH 476S 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.

MATH 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 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.

MATH 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.

MATH 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.

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.

MUSC 100 REPERTOIRE CLASS**0 S.H.**

Designed to provide each student an opportunity for public performances. Available to students who are registered for applied music lessons. Pre-requisite: None. On demand.

MUSC 125 APPLIED LESSONS**1 S.H.**

Private lessons offer opportunities to students in applied music in a variety of performance areas. Pre-requisite: consent of instructor. On demand.

MUSC 200 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 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 UNIVERSITY BAND**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 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 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.

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.

PHYS 110 INTRODUCTORY ASTRONOMY (CCN)**4 S.H.**

A study of the earth's relation to the solar system, the galactic systems, and the universe. Special applications of astronomy are emphasized. Laboratory sessions will be arranged. Pre-requisite: None. 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-requisite: 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 and 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 and 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 and 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 and 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 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.

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 2008.

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 20th Century. Pre-requisites: HIST 103, HIST 104, successful completion of ENGL 110 and 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: Successful completion of ENGL 110 and ENGL 120, or consent of instructor. Fall 2008.

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 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.

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 102 INTERPERSONAL SKILLS DEVELOPMENT

3 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 different kinds of diversity as it relates to helping relationships, and to know and follow ethical boundaries 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. Alternate year, Spring 2010.

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-Child and Adolescent Psychology and also register for PSYC 399-Reading in Psychology. Pre-requisite: PSYC 111. Alternate years, Spring 2009.

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 2009.

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 2008.

PSYC 331 INTRODUCTION TO GUIDANCE AND COUNSELING (IT CERTIFICATE LEVEL III)**3 S.H.**

The primary purpose of this course is to acquaint the student with the principles and techniques of guidance (and counseling) in order to discover and direct the learner's interests and abilities in this vocation. Students will also discuss guidance and counseling topics related to people of diversity. Pre-requisites: PSYC 111, PSYC 360, and junior standing. Alternate years, Fall 2009.

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 2009.

PSYC 360 INTRODUCTION TO PERSONALITY THEORY**3 S.H.**

This course involves a critical analysis and study of and the application of theories of normal and abnormal personality functioning in all populations including people of diversity. Pre-requisite: PSYC 111. Fall.

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 2010.

PSYC 370 ABNORMAL PSYCHOLOGY (CCN)**3 S.H.**

This course is concerned with functional normal behavior in comparison to abnormal behavior. Included in this course will be analyses of abnormal behavior and comparisons between normal and abnormal behavior. This course deals with abnormal behaviors in all populations including people of diversity. The course will include a survey of treatments of psychological disorders. Pre-requisite: PSYC 111. Alternate years, Spring 2010.

PSYC 389 FOUNDATIONS OF SPECIAL EDUCATION

3 S.H.

Cross-listed with EDUC 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.

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. Pre-requisites: PSYC 111. Alternate years, Spring 2009.

PSYC 441 MENTAL HYGIENE

3 S.H.

This course considers various areas of psychological development and strategies for achieving and maintaining optimal mental health throughout life. Topics include self-awareness, identity, stress management, self-esteem and meaning of life. Pre-requisite: PSYC 111. Spring.

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 CLINICAL PSYCHOLOGY

3 S.H.

A survey and assessment of the field of clinical psychology, including the basic concepts in diagnosis, psychotherapy, research, and professional issues. Pre-requisites: PSYC 111 and PSYC 360. Alternate years, Spring 2010.

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 - 3 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 5 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 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. 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 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-requisite: 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 and MATH 307. Fall, Spring.

SCNC 322 ENVIRONMENTAL SCIENCE**3 S.H.**

The course will use a balanced approach to develop 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 2010.

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 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.

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 2008.

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. Alternate years, Fall 2008.

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 2009.

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 2010.

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 2009.

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 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.

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.

SPAN 102 FIRST YEAR SPANISH II (CCN)**4 S.H.**

Continuation of SPAN 101. Pre-requisite: SPAN 101. Spring.

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 demand.

SPAN 202 SECOND YEAR SPANISH II (CCN)**4 S.H.**

Continuation of SPAN 201. Pre-requisite: SPAN 201. On demand.

THEA 102S 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 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 2010.

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 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.

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.

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The State Board of Higher Education is the constitutional body responsible for governing the North Dakota state institutions of higher education.

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Nate Martindale, Student Member	Grand Forks, ND

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Michel Hillman	Vice Chancellor for Academic and Student Affairs
Laura Glatt	Vice Chancellor for Administrative Affairs

Mayville State University

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Pam B. Soholt, A.A.	Bookstore Manager

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Gene B. Levitt, M.B.A.	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

NANNETTE K. BAGSTAD

Professor of Education

B.S.Ed., Mayville State University, 1968

M.Ed., University of North Dakota, 1980

Ed.D., University of North Dakota, 1983

Mayville State University Full-Time Faculty, 1989-present

LINDA A. BAIER

Professor of Business

B.S.Ed., Mayville State University, 1977

M.S., University of North Dakota, 1980

Mayville State University Full-Time Faculty, 1977-80

Fall Quarter 1980-81, SABB; 1980-present

CAROLYN D. BAKER

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

D.Min., Western Conservative Baptist Seminary, 1995

Mayville State University Full-Time Faculty, 2005-present

MICHAEL R. BAKKEN

Assistant Professor of Music

B.S., University of North Dakota, 1972

M.S., Minot State University, 1999

Mayville State University Full-Time Faculty, 2003-present

SARAH M. BATESEL

Director of Library Services

Instructor of Library Media and Information Science

B.S.Ed., University of Missouri, 1966

M.A., University of Missouri, 1968

M.L.S., Emporia State University, 1988

Mayville State University Part-Time Faculty, 1990-present

TAMMY L. BELGARDE

Lecturer of Computer Information Systems

A.A.S., North Dakota State College of Science, 1986

B.S., Valley City State University, 2008

Mayville State University Part-Time Faculty

ROBERT H. BENNETT

Associate Professor of Psychology

B.S., Brigham Young University, 1979

M.S., Brigham Young University, 1980

Ph.D., Auburn University, 1985

Mayville State University Full-Time Faculty, 2005-present

G. SCOTT BERRY

Instructor of Health, Physical Education & Recreation

Head Baseball Coach

B.S.Ed., Mayville State University, 1978

M.Ed., University of North Dakota, 1985

Mayville State University Part-Time Faculty, 1980-present

LAURIE E. BERRY

Associate Professor of Education

B.S.Ed., Mayville State University, 1978

M.Ed., University of North Dakota, 1996

Ed.D., University of North Dakota, 2000

Mayville State University Full-Time Faculty, 1989-present

LAURA BINKS

Assistant Professor of Health

Physical Education & Recreation

B.S., North Dakota State University, 2003

M.S., University of Northern Colorado, 2006

Mayville State University Full-Time Faculty, 2006-present

MITZI L. BRUNSDALE

Professor of English

B.S., North Dakota State University, 1959

M.S., North Dakota State University, 1961

Ph.D., University of North Dakota, 1976

Mayville State University Full-Time Faculty, 1976-present

KATHLEEN A. CHAMPION

Associate Professor of Mathematics

B.A., College of St. Catherine, 1978, certificate in 1989

M.Ed., University of Minnesota, 1994

Ph.D., University of North Dakota, 2004

Mayville State University Full-Time Faculty, 2000-present

NATHAN CHIN

Instructor of Health, Physical Education & Recreation

Head Football Coach

B.S., Southern Oregon University, 2003

M.S., Southern Oregon University, 2005

Mayville State University Full-Time Faculty, 2006-present

PABITRA K. DASH

Associate Professor of Computer Information Systems

B.S., College of Agricultural Engineering & Technology, 1982

M.S., Asian Institute of Technology, 1986

M.B.A., North Dakota State University, 2003

Ph.D. Asian Institute of Technology, 1989

Mayville State University Full-Time Faculty, 2002-present

DARCIE L. ELLERTSON

Lecturer of Psychology

B.A., Concordia College, 2004

Mayville State University Part-Time Faculty

CAROL L. ENGER

Associate Professor of Education

B.S., North Dakota State University, 1975

M.S., University of North Dakota, 1985

Ed.D., University of North Dakota, 1996

Mayville State University Full-Time Faculty, 1976-present

THOMAS A. GEFFRE*Professor of Education*

B.S., Minot State University, 1969

M.M., University of South Dakota, 1978

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