

Mayville State University

Elementary Education

Bachelor of Science in Education - Evening Option



Personal Service

We pride ourselves on being just the right size to give students the time they need to be successful. Our average class size is 15, so you will have small, personalized class settings with a technologic focus for you to receive the education that you deserve. Your professors will introduce you to new ways of thinking, explore issues creatively, and evaluate ideas as you engage in the world.

Opportunity

Whether it's music, athletics, or politics, students at MSU have the chance to participate in a variety of activities and clubs. These organizations are a great way to make new friends with similar interests, and the involvement outside the classroom looks great on a resume.

Some clubs and activities include:

- Theater
- Band & choir
- Computer Technology Club
- Science Club
- Comet Radio
- Student government
- Intramural sports

Success

Our students get jobs. Period. We also have internship opportunities to give you real, hands-on learning experiences and make your resume stand out.

Value

The combination of MSU's affordability and its unique offerings make it a Best in the Midwest College, as designated by the Princeton Review. This selection process is based on meeting criteria for academic excellence as well as results of surveys done by current MSU students.

The Program

There are few people who have a bigger impact on our world than teachers. We are dedicated to making you the best teacher you can be and our program prepares you to succeed in the classroom and make a difference for your students.

The teacher education Program at Mayville State University is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The program includes a student cohort system with three field experiences that integrate all program elements (i.e. nature experience, grade 4 experience, and five-week school-based experience). Students are taught to use a variety of research-based instructional strategies as well as multiple performance-based assessment practices.

Advantages

Hands-on experiences. The elementary education program offers several opportunities to work with local grade school students and teachers in hands-on experiences.

Full-time faculty advisors. Unlike students in larger education programs, Mayville State elementary education students are advised and mentored by full-time education faculty.

Tradition of training teachers. For more than a century, Mayville State University has been training teachers. Teacher education has been critical to our mission since we opened our doors in 1889.

A Word About Our Grads

MSU Education graduates are some of the most sought-after teaching candidates in the region and nation. About 800 teachers currently teaching in North Dakota are MSU graduates. Teachers trained at MSU are leaders who make a tremendous professional and civic impact in their local communities.



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www.MayvilleState.edu

In addition to the essential studies requirements for the baccalaureate degree, majors in Elementary Education are required to complete the core of courses specified below. They also must complete the major and a minor offered by any one of the disciplines of the University. Those seeking a double major are exempt from pursuing a minor. Elementary Education majors seeking kindergarten endorsement must complete at least five semester hours of student teaching at that level. Elementary Education majors seeking secondary certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Elementary Education majors must complete 36 hours of essential studies, with a minimum grade of "C" for the following courses: COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, and PSYC 111. Additional prerequisites include SCNC 101 and 101L, SCNC 102 and 102L, and a history course, preferably HIST 103 or 104, which are pre-requisite courses to this major, and complete the Teacher Education requirement. Students are required to earn a "B" in EDUC 250 and EDUC 298 and a "C" in PSYC 255 during the sophomore year. EDUC 272 is also required during the sophomore year. Students should then take all the remaining courses in the core requirements without the EDUC prefix. Students must have been admitted to the Teacher Education program in order to take the EDUC 300-400 level courses.

Elementary Education

Core Requirements:

EDUC 317	Children's Literature	3 SH
EDUC 350	Remedial Reading	3 SH
GEOG 300	World Reg. Geo/Anthropology	3 SH
MATH 277	Mathematics for Elem. Teachers	3 SH
SCNC 320	Science for Elem. Teachers I	3 SH

Sub-total 15 SH

Block I (Taken concurrently)

EDUC 301	Strategies in Elem. School	3 SH
EDUC 318	Reading in the Elem. School	3 SH
EDUC 324	North Dakota Studies	1 SH
MATH 307	Math Strategies in Elem./Middle School	3 SH
MUSC 323	Music for Elem. Teachers	2 SH
SCNC 321	Science for Elem. Teachers II	3 SH

Block I Total 15 SH

Block II (Taken concurrently)

EDUC 302	Social Studies Strategies in the Elem. School	3 SH
EDUC 319	Lang. Arts in the Elem. School	3 SH
EDUC 325	Elem. Classroom Art	2 SH
HPER 319	Health and Physical Education in the Elem. School	2 SH

Block II Total 10 SH

Core Requirements + Blocks Total 40 SH

Professional Education Courses

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Exp.	1 SH
EDUC 380	Teaching English Lang. Learners	1 SH
EDUC 381	Human Relations/Cult. Diversity	3 SH
EDUC 390	Special Needs in Inclusive Environment	3 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Elec. Portfolio/Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
PSYC 255	Child and Adolescent Psychology	3 SH

Total Professional Ed 29 SH

Professional Education Programs

Some of the primary goals of the professional education program for students are:

- Content knowledge in their proper academic discipline(s) and the ability to create meaningful learning experiences for students.
- An understanding of child and adolescent development and learning.
- The ability to adapt instruction to meet the needs of diverse learners.
- The ability to use a variety of instructional strategies which encourage the development of critical thinking, problem solving, and performance skills.
- An understanding of individual and group motivation and behavior.
- The ability to communicate effectively through a variety of techniques, including written, spoken, and multimedia approaches.
- The ability to develop and implement short and long range instructional planning.
- The ability to assess student learning through a variety of formal and informal experiences.
- Their personal efforts to seek out opportunities for professional growth through reflective journals and participation in professional growth activities.
- The ability to seek out relationships with school colleagues, parents, and agencies in the larger community.

