



S  
P  
R  
I  
N  
G  
  
2  
0  
2  
1

**Online and Distance Course Bulletin**

**APPLY NOW!**

[www.mayvillestate.edu](http://www.mayvillestate.edu)

**REGISTER NOVEMBER 3 — JANUARY 21**

# **HOW TO APPLY**

**Welcome to Mayville State University! Before you are able to register for classes, you must first be an admitted student.**

**To assist you in applying for admission with us, please see your options below. Registration instructions will be provided to you once you are admitted.**

**\*\*\*\*\***

**Apply for FREE this November!  
Just use this code where prompted on the application:  
applynow**

## **Degree-seeking Students**

**To apply for admission so you can begin working on a degree from Mayville State or to transfer to Mayville State University to complete your degree:**

<http://www.mayvillestate.edu/admissions/contact-rep/>

## **Non-Degree Students**

**To apply for admission so you can take classes without seeking a degree from Mayville State University, email or call:**

Office of Extended Learning  
ExtendedLearning@mayvillestate.edu  
1-701-788-4667

## **Collaborative Students**

**If you are a student from another NDUS institution and would like to enroll collaboratively with Mayville State University, contact the registration office at your home institution to submit a Collaborative Request Form.**

## **Continuing Education Students**

**If you are seeking professional development courses:**

<http://www.mayvillestate.edu/community/eic/teacher-professional-development/>

## Academic Calendar 2020 – 2021

### Fall Semester 2020

August 24	Orientation/Registration
August 24	Classes begin at 4:00pm
August 25	First 5-week session begins
August 24	8-week session begins
August 25	First Full day of classes
September 2	Last day to register or add a class
September 2	Last day to drop a class without record
September 7	Labor day-No classes
September 9	Final bill payment
<b>September 13</b>	<b>Application for spring graduation due (\$35 late charge beginning Sept. 14)</b>
September 21	Enrollment census date
September 28	Last day of first 5-week session
September 29	Second 5-week session begins
October 18	First 8-week session ends
October 19	Second 8 week session begins
November 2	Last day of second 5-week session
November 3	Third 5-week session begins
November 11	Veterans Day—No classes
November 13	Last day to withdraw from term or drop with record
November 25-27	Thanksgiving— No classes
November 30	Classes resume
December 11	Last day of third 5-week session
December 13	Last day of second 8 week session
December 14-18	Final Exam Week
December 22	Grades due at 12:00 noon

### Spring Semester 2021

January 11	Orientation/Registration
January 11	Classes begin at 4:00pm
January 11	First 8 week session Begins
January 12	First full day of classes
January 12	First 5-week session begins
January 18	Martin Luther King, Jr. Day-No classes
January 21	Last day to register or add a class
January 21	Last day to drop a class without record
January 27	Final bill payment deadline
<b>February 7</b>	<b>Application for summer graduation due (\$35 late charge beginning Feb. 8)</b>
February 8	Enrollment census date
February 15	Presidents Day — No classes
February 17	Last day of first 5-week session
February 18	Second 5-week session begins
March 7	End of first 8 week session
March 8	Beginning of second 8 week session
March 15-19	Spring Break
March 22	Classes resume
<b>March 28</b>	<b>Application for fall graduation due (\$35 late charge beginning March 29)</b>
March 31	Last day of second 5-week session
April 1	Third 5-week session begins
April 2-5	Easter Break– No classes
April 6	Classes resume
April 9	Last day to withdraw from term or drop with record
May 7	Last day of third 5-week session
May 10-14	Final Exam Week
May 15	Commencement
May 18	Grades are due at 12:00 noon
May 31	Holiday-Memorial Day

### \*SPRING 2021 ACADEMIC DROP DATES\*

<u>SESSION</u>	<u>DROP (no record)</u>	<u>DROP("W")</u>
<b>REGULAR</b>	<b>Jan 21</b>	<b>Apr 9</b>
<b>1st 8-WEEK</b>	<b>Jan 15</b>	<b>Feb 18</b>
<b>2nd 8-WEEK</b>	<b>Mar 12</b>	<b>Apr 22</b>
<b>1st 5-WEEK</b>	<b>Jan 14</b>	<b>Sept 17</b>
<b>2nd 5-WEEK</b>	<b>Feb 20</b>	<b>Mar 13</b>
<b>3rd 5-WEEK</b>	<b>Apr 3</b>	<b>Apr 25</b>

\*ACADEMIC ONLY. CONTACT FINANCIAL AID REGARDING REFUND DATES.\*



**Course information listed in this bulletin is subject to change without notice.**

### **Online Course Tuition/Fees**

\$314.65 per undergraduate credit \*/\*\* (regardless of residency)

\$347.98 per graduate credit \*/\*\* (regardless of residency)

\*Books, materials, proctoring costs, special course fees, and student health fees are NOT included in the price above. Nursing courses are billed at the following nursing tuition rates:

RN to BSN Program — \$365.33 per credit

Masters in Nursing & Nursing Graduate Certificates — \$525 per credit

**\*\*Subject to change without notice.**

### **Financial Aid Information**

**susan.cordahl@mayvillestate.edu**

**701-788-4767**

Students *enrolled* in six (6) or more credits may be eligible for Student Financial Aid.

In order to receive consideration, each student must have on file a complete

**2020-2021 Free Application for Federal Student Aid (FAFSA)**

**Early application is recommended.**

Information and forms are also available at:

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

<https://mayvillestate.edu/paying-school/financial-aid/>

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

### **DROP & WITHDRAWAL DEADLINES**

<https://www.mayvillestate.edu/academics/academic-records/dropping-withdrawing/>

### **REFUND SCHEDULE (if any refund is due)**

<https://www.mayvillestate.edu/paying-school/business-office/refunds/>

### **QUESTIONS ABOUT YOUR STUDENT FINANCIAL ACCOUNT?**

**Please call the Business Office at 701-788-4757**

**You may also send an email to Michayla Maruska, Accounts Receivable Specialist at:**  
**[michayla.maruska@mayvillestate.edu](mailto:michayla.maruska@mayvillestate.edu)**

# Liberal Arts — Online (unless otherwise noted)

## Regular Academic Session (January 11-May 14)

### **COMM 110 Fundamentals of Public Speaking (3) Class #3019 Instructor: Bob Sylskar**

This course focuses on the theory and practice of discussing, informing, persuading, and entertaining in a public speaking context, with appropriate use of graphic presentation software and other current technologies and includes a section on electronic communication. This essential studies course prepares the student for active participation in oral communication not only in the classroom, but also as a member of the community.

### **COMM 316 - Intercultural Communication (3) Class #15064 Instructor: Carolyn Baker**

This course will provide an overview of the study of intercultural or international communication. Topics addressed will include: history, literature, and culture of specific groups including racial, religious, and ethnic issues that affect communication patterns and outcomes.

### **COMM 323 - Writing and Editing for the Media (3) Class #13822 Instructor: Jason Hibbs**

Advancements in public communication systems have changed not only how traditional members of the media communicate with their editors and publishers, but these same advancements have opened the door to the possibility of anyone with a smart phone becoming a news reporter. Professional media outlets, whether traditional print and broadcasting or Internet news sites, still rely on the work of trained professionals to provide the needed news and pictures for their broadcast or publication. The most successful of these professional is skilled with a variety of tools from smart phones to digital cameras and laptop computers. A growing number of the "new media" those men and women who have turned cell phones and tablets into cameras and "typewriters" have done so after discovering that editors and publishers will pay for their well composed and competently written pictures and articles. This course combines the requirements of writing the news story, knowing how to edit it for publication, and then successfully sending it to a publisher, blog, or an internet site, using the smart phone, a tablet, or computer. This course is required for the Communications major, however is open to students from other majors whose planned careers may include communicating with groups of people using social media technology. Corequisite: COMM 290S

### **ENGL 110 College Composition I (3) Class #3027 Instructor: Michelle Willman**

ENGL 110 develops the foundational skills for college-level writing. These skills include learning how to respond critically to texts, develop a thesis, make claims and support them with evidence, respond to and work with sources, frame a written project with organization and transitions, cite and document sources in accordance with MLA documentation standards, and edit scholarly work. Students will learn how to consider the rhetorical nature of academic discourse as they move through the drafting process. Prerequisite: Students who score 15-17 on the ACT English subtest or equivalent exams may register for this course along with ASC 088 - English Composition Lab. Students who have scored 18 or above on the ACT English subtest or equivalent exams, or have completed ASC 086 - Preparatory English or equivalent course with at least a "C" or higher may register for this course.

### **ENGL 120 College Composition II (3) Class #3031 Instructor: April Hastings**

ENGL 120 expands on ENGL 110, offering advanced practice in college-level writing. This class utilizes library resources to work on research skills that are essential to academic study in field-specific work. Students will learn how to evaluate credible sources and frame a longer written project, building on the rhetorical writing skills taught in ENGL 110. Prerequisite: Successful completion of ENGL 110 or equivalent course or 27 or above on the ACT English subtest or equivalent exams.

### **ENGL 125 - Business and Technical Writing (3) Class #3036 Instructor: Erin Lord Kunz**

Business and Technical Writing includes advanced practice in college-level writing which emphasizes writing and research in professional settings. This course is specifically designed to provide for the technical or professional student who desires to develop technological work, particularly the process of researching, preparing, and writing a professional report substantial in length and competent in quality. The course places a strong emphasis on developing methods to write for a specific audience and purpose. Prerequisite: Successful completion of ENGL 110 or equivalent course or a 27 or above on the ACT English sub score or equivalent exam.

### **ENGL 236 - Women's Literature (3) Class #17297 Instructor: Erin Lord Kunz**

This course explores both literature written by women and how women are represented in literature. Students will be introduced to diverse texts across a variety of time periods, cultures, ethnicities, socioeconomic experiences, and gendered perspectives. Students will then have the opportunity to analyze the literacy, cultural, and socio-political patterns that surface in the readings and how gendered identities develop over time and space. Prerequisite: ENGL 120 or 125 or consent of instructor.

### **ENGL 262 - American Literature II (3) Class #15055 Instructor: Carolyn Baker**

This course surveys the principle authors and literary movements from the end of the Civil War (1865) up to the present time. While the course's primary objective is to develop a familiarity with and understanding of major issues and movements in this period of literary history, the course is also intended to help develop a student's critical reading, thinking, and writing skills important both in literary studies and everyday engagement with the cultural texts that shape our world. Texts investigated include ones liable to be taught on the secondary level, making the course valuable for prospective teachers.

### **ENGL 320 - Advanced Grammar (3) Class #15012 Instructor: April Hastings**

This course includes a basic introduction to the history and structure of the English language followed by advanced investigation of the concepts of grammatical form and function, including the application of labels including but not limited to noun, adjective, verb, subject, object, phrase, and clause. Study will also include discussion of the use of grammar in written and spoken language, the teaching of grammar in classrooms, the debates about grammatical change in current language, the understanding of the principles of language acquisition, the variety of English dialects, and the notion of standard language. Prerequisite: ENGL 120 or ENGL 125 or instructor consent.

### **ENGL 347 - Global Literature of the Modern World (3) Class #15056 Instructor: Carolyn Baker**

This course focuses on Western and non-Western literatures beginning with the period after 1650. This course chronologically traces the roots and developments of Western and nonwestern cultures reflected in representative multi-cultural texts. They are examined in their literary, historical, philosophical/religious, and socio-cultural contexts. The course concludes with a student's creative application and demonstration. Prerequisite: Successful completion of ENGL 120; or the instructor's approval.

### **ENGL 350 - Young Adult Literature and Media (3) Class #3256—Distance Students Only Instructor: Jennie Archer**

Cross-listed with LMIS 350. A survey of young adult literature and media for middle school, secondary and public libraries covering all genres including a balance of non-fiction to support Common Core State Standards in the classroom. Covers classic and contemporary works, with attention to literature of diverse populations (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation) and emerging communication techniques. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of young adults, and literature appreciation in young adults.

### **ENGL 352 - British Literature II (3) — \$330.00 additional fee required (\$110 per credit)**

Class #5494—Independent Study Only Instructor: Stephen Petherbridge

Beginning with the Age of Reason, and concluding with post-colonialism, a this course is a chronological survey of the development of British literature, focusing on canonical works by women as well as men, read in their entirety, and providing historical and cultural contexts. Texts investigated include ones liable to be taught on the secondary level, making the course valuable to prospective teachers. Prerequisite: ENGL 120 or ENGL 125, or consent of instructor.

### **ENGL 360 - Shakespeare (3) Class #15013 Instructor: April Hastings**

An introduction to the dramatic works of Shakespeare. English 360 focuses on Shakespeare as a playwright as well as Shakespeare as a body of collected works as represented in the First Folio and the Sonnets. This course introduces students to Shakespeare's plays and to a productive approach to interpreting them. Examples of comedies, tragedies, and histories are studied, each with consideration of applications, materials, and approaches useful to secondary teaching. Prerequisite: ENGL 120 or ENGL 125, or instructor's consent.

(Liberal Arts courses continue to next page)

# Liberal Arts — Online (unless otherwise noted)

## Regular Academic Session (January 11-May 14)

### **ENGL 410 - Teaching of Writing Middle-High School (2)**

Class #15014 Instructor: Aprill Hastings

This course is designed to gain deeper understanding of the art of teaching writing from grades 5-12. The course is a survey of writing theory and history, development, assessment, and related instructional practices. The course examines the role of writing within a comprehensive, integrated curriculum including attention to narrative, expository and argumentative writing; how to address mechanics effectively; and supporting writers at risk of failing to meet grade-level standards, as well as reticent writers. The students will review current research and theory and make connections regarding the link between theory and practice in effective, grade-level appropriate, classroom applications. Pre-Requisite: ENGL 120 with a "C" or higher or instructor consent.

### **GEOG 103 Multicultural World, Global Issues (3)**

Class #3040 Instructor: Thomas Craig

This is an introductory course focusing on human/cultural geography, and how global and multicultural issues affect communities around the world. The course emphasizes modes of critical spatial thinking, stressing both considerations of 'space and place' and the interconnected roles of the 'local' and 'global' in shaping our world. Topics include the global distribution of population, migration, popular culture, languages, religions, identities, politics, urbanization, food and agriculture, economic/development systems, and environmental issues.

### **GEOG 115 - Introductory Geology (3)**

Class #3111 Instructor: Khwaja Hossain

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. Corequisite: GEOG 115L.

### **GEOG 115L - Introductory Geology Lab (1)**

Class #3112 Instructor: Khwaja Hossain

Cross-listed with GEOL 115L. Two hours lab per week. Procedures will involve study of rock and mineral types, identification of specimens, and the processes which shape the surface of our Earth. Field experiences will be required. Corequisite: GEOG 115.

Special Note on GEOG 115 lab: you will need to purchase the lab kits from the MSU Bookstore. You will not be able to find the kits elsewhere.

### **GEOG 300 - World Region Geography and Anthropology (3)**

Class #3042 Instructor: Thomas Craig

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

### **HIST 104 - U.S. Since 1877 (3)**

Class #3387 Instructor: John Pederson

A historical survey of United States History from 1877 to the recent past.

### **HUM 220 History of Music in a Multicultural World (3)**

Class #3051 Instructor: Greta Paschke

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.

### **HUM 221 History of Art in a Multicultural World (3)**

Class #3053 Instructor: Glendon Henry

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

### **MUSC 124 - Music Theory II (3)**

Class #15568 Instructor: Cody Hunter

Introduction to chromatic materials to the diatonic material learned in MUSC 122. Topics include non-chord tones, altered chords and modulation. Material is learned through part writing, keyboard skills and music analysis. Prereq: MUSC 255. Co-req: MUSC 256.

### **MUSC 200 - Music in America (3)**

Class #15569 Instructor: Cody Hunter

A historical survey of music in America from pre-colonial times through the twentieth century, including classical, ethnic, folk, and popular traditions. Class will include listening skills and writing about music. This class may be used to fulfill the humanities requirement in Essential Studies. If the student does not plan to take the Music minor, they can take any of the other courses listed under the humanities Essential Studies requirement with the exception of HUM 220.

### **PSYC 111 Introduction to Psychology (3)**

Class #3069 Instructor: Codie Davis

This is an introductory survey of some 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.

### **PSYC 290 - Theories of Learning and Management (2)**

Class #3267 Instructor: Pam Johnson

Cross-listed with EDUC 290. This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. A focus in this course is on understanding how learning occurs, learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Students will learn how to make instructional decisions to respect the individual strengths and needs of 21st Century learners. Another focus is on motivation and engagement as it relates to building self-direction. Students will understand how to collaborate with learners to create optimal learning environments. Prerequisite: PSYC 111.

### **PSYC 310 Statistics for the Social Sciences - SEE UNIV 350**



### **PSYC 330 Behavior Modification & Management (3)**

Class #3397 Instructor: Robert Bennett

Cross-listed with SPED 330. Presents and discusses theory, conceptual approaches, and practice in the application of operant and classical conditioning procedures with children, youth and adults, in applied settings. Students will also learn how to apply Behavior Modification & Management principles to various forms of behavioral, psychological, and social-emotional development. Students will learn principles, procedures and practical how-to skills such as observing and recording behavior; recognizing instances of reinforcement, extinction and punishment and their likely long-term effects. The design, implementation and evaluation of behavioral programs will also be addressed. Prerequisite: PSYC 111.

(Liberal Arts courses continue to next page)

## Liberal Arts — Online (unless otherwise noted)

### Regular Academic Session (January 11-May 14)

#### **PSYC 332 - Applied Psychology (3)**

Class #3027 Instructor: Robert Bennett

This is a course which aims to relate principles of psychology to everyday life and vocations. Specific applications include human relations to industry, employment, commerce, professional settings, and public relations, in diverse and homogeneous work settings. Interpersonal skills development will also be addressed. Prerequisite: PSYC 111.

#### **PSYC 422 - Educational Assessment (2)**

Class #3259 Instructor: Clayton Dodson

Cross-listed with EDUC 422. The focus of this course is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. Prerequisites: PSYC 111 and Junior standing.

#### **SOC 110 Introduction to Sociology (3)**

Class #3088 Instructor: Misti Wuori

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.

#### **SOC 335 - Marriage And The Family (3)**

Class #3368 Instructor: Lonamalia Parsons Smith

A study of the sociology of marriage and family life, including contemporary changes and challenges. Prerequisite: SOC 110.

#### **SOC 355 Drugs and Society (3)**

Class #3090 Instructor: Lonamalia Parsons Smith

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. Prerequisite: SOC 110.

#### **SPAN 101 First Year Spanish I (4)**

Class #3091—Distance Students Only

Instructor: Carmen Rygg

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.

#### **SPAN 102 First Year Spanish II (4)**

Class #3092—Distance Students Only

Instructor: Carmen Rygg

Continuation of Spanish I. Prerequisite: SPAN 101.

#### **SPAN 201 Second Year Spanish I (4)**

Class #3094—Distance Students Only

Instructor: Carmen Rygg

Continuation of SPAN 102 with practice and review of the fundamentals of listening, speaking, reading, and writing. Emphasis on oral skills, as well as increased outside readings of Spanish texts. Prerequisite: SPAN 102.

#### **SPAN 202 Second Year Spanish II (4)**

Class #3095—Distance Students Only

Instructor: Carmen Rygg

Continuation of SPAN 201 with practice and review of the fundamentals of listening, speaking, reading, and writing. Emphasis on oral skills, as well as increased outside readings of Spanish texts. Prerequisite: SPAN 201.

#### **UNIV 100 Seminar on Success (1)**

Class #3015—Distance Students Only

Instructor: Jade Erickstad

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.

#### **UNIV 305 - International Perspectives in Health I (3)**

Class #3153—Distance Students Not Studying Abroad Only

Class #4965—On-campus Students Not Studying Abroad Only

Instructor: Collette Christoffers

This course is founded on the premise that optimal health is not only the absence of disease or infirmity but also the result of a person's cultural background, race and ethnicity, educational level, and access to health care. Through focused engagement across the curriculum, the student will grow in knowledge and understanding of health beliefs and practices of various international populations with an emphasis on social determinants of health, cultural competency, environmental influence, health beliefs and health seeking behaviors, social justice, professional role comparison, and self-reflection. The student will apply learning to real-world challenges within individual and team assignments. An optional study abroad experience will follow this course.

#### **UNIV 305 - International Perspectives in Health I (3) — \$4000.00 additional fee required**

Class #3154—Study Abroad students Only Instructor: Collette Christoffers

This course is founded on the premise that optimal health is not only the absence of disease or infirmity but also the result of a person's cultural background, race and ethnicity, educational level, and access to health care. Through focused engagement across the curriculum, the student will grow in knowledge and understanding of health beliefs and practices of various international populations with an emphasis on social determinants of health, cultural competency, environmental influence, health beliefs and health seeking behaviors, social justice, professional role comparison, and self-reflection. The student will apply learning to real-world challenges within individual and team assignments. An optional study abroad experience will follow this course.

#### **UNIV 345 - Grant Writing (3)**

Class #3264 Instructor: Maren Allison Johnson

This course will help students locate sources for grants and provide proper education for submitting an effective proposal. Content will include a review of the grant writing terminology, the application process, writing tips, budget development, and specific techniques for developing and submitting a proposal. Prerequisite: ENGL 110, ENGL 120 or ENGL 125.

#### **UNIV 350 - Statistical Methods for the Social Sciences (3)**

Class #18366 Instructor: Carey Haugen

This course may be used in substitution for PSYC 310

This course is designed to familiarize students with fundamental statistical concepts and techniques. The course covers many of the common statistics used in the social sciences and highlights data analysis and research applications. Although this course is designed for the social sciences, the concepts and techniques presented in this course apply broadly to other disciplines.



# Accounting and Business Online

## Regular Academic Session (January 11-May 14)

### **ACCT 360 - Accounting Systems (3)**

Class #3160 Distance Students Only, On-Campus Students with instructor permission

Instructor: Dustin Olson

This course features a review of the accounting cycle, completion of manual and computerized practice sets, using accounting software such as QuickBooks, review of internal control, and the interface of accounting and financial reporting. The course will also provide students with a practical working knowledge of payroll laws and experience applying those regulations. Prerequisite: ACCT 201.

### **ACCT 450 - Auditing & Assurance Services (3)**

Class #17250 Instructor: Dustin Olson

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. Prerequisite: Junior standing.

### **BUSN 323 - Managerial Finance (3)**

Class #17251 Instructor: Thomas Capouch

An introduction to business finance. Included topics are financial analysis and planning, working capital management, the capital budgeting process and long-term financing. Prerequisite: ACCT 201. Recommended: BUSN 235 or equivalent knowledge of Excel.

### **BUSN 325 - Management Theory & Research (3)**

Class #3326 Distance Students Only, On-Campus Students with instructor permission

Instructor: Rob Johnston

This course studies the eight managerial functions (planning, decision making, organizing, staffing, communicating, motivating, leading, and controlling) that are essential in the process of working with and through others to achieve organizational goals and objectives in a changing environment. Five approaches to management will be researched over the course of the semester. Critical components of this course include demonstrating effective communication skills during a series of manager interviews and creating a personal philosophy of management by the student. Special emphasis is placed on applying management theories and/or practices to solve problems in the contemporary business environment. The ultimate purpose of this course is not only to understand the theoretical and actual role of a manager but to also get students to 'think like a manager'. Prerequisite: ENGL 120 or ENGL 125, or consent of instructor.

### **BUSN 330 - Computer Applications II (3)**

Class #4281 Distance Students Only, On-Campus Students with instructor permission

Instructor: Rhonda Nelson

This course will guide and instruct students on the advance functions, features, and best practices when using word processing, spreadsheets, and presentation applications in the workplace. Students will explore collaborative work environments and new technologies. Students have opportunity to develop and adapt technology skills used in applying business theory to analyze and solve problems. This course is a recommended prerequisite for BUSN 323. Prerequisite: BUSN 235.

### **BUSN 352 Marketing Theory & Research (3)**

Class #3328 Distance Students Only, On-Campus Students with instructor permission

Instructor: Donna Gutschmidt

This course studies marketing concepts, terminology, ethics, and an understanding of the role marketing plays in the current society. Students will develop an understanding of the marketing mix elements (product/service, distribution, promotion, and pricing) and the application of those elements. Students will work throughout the semester on the creation and presentation of a comprehensive marketing plan. Special emphasis is placed on applying marketing theories and methods to solve problems in the contemporary marketing environment. This course provides a foundation for continuing study in further marketing coursework. Prerequisite: ENGL 120 or ENGL 125, or consent of instructor.

### **BUSN 402 Advertising & Promotion Management (3)**

Class #3166 Distance Students Only, On-Campus Students with instructor permission

Instructor: Donna Gutschmidt

The course provides a study of advertising and other promotional tools in the context of Integrated Marketing Communication (IMC). Grounded with a fundamental focus on advertising and other traditional promotion elements, students will gain exposure to a growing variety of additional communication channels and tools, including internet-based outlets (such as social media venues), upon which marketers increasingly depend to convey unified brand-building information. Prerequisite: BUSN 235, BUSN 352.

### **BUSN 418 Operations Management (3)**

Class: 3175 Distance Students Only, On-Campus Students with instructor permission

Instructor: Theodore Stoa

This course examines quantitative approaches to solving management problems. Included are facility layout, process, and location strategies as well as the study of inventory management, linear programming and other basic decision tools. It is strongly recommended students have a knowledge of statistics and Excel before taking this course.

### **BUSN 423 Consumer Behavior (3)**

Class: 3176 Distance Students Only, On-Campus Students with instructor permission

Instructor: Robert Tangsrud

This course provides opportunity for the student to develop a personally usable, managerial understanding of consumer behavior. Students will study the consumer decision-making process and external and internal influences that appear to shape complex behaviors of consumers. Emphasis will be placed on studying interdependencies between consumer behavior and consumer marketing.

### **BUSN 454 Human Resource Management (3)**

Class: 3171 Distance Students Only, On-Campus Students with instructor permission

Instructor: Rob Johnston

This course provides students an opportunity to learn the importance of managing an organization's human resources. Students will examine how human behavior, legal framework, individual differences, and employee performance influence the organizational goals and objectives. A critical component of this course includes strategically planning and applying human resource functions to a business experiencing change. Prerequisite: BUSN 325.

**(Business courses continue to next page)**

**See also the Online Synchronous course section for additional Accounting and Business courses.**

**ALL CLASSES OFFERED "ONLINE" UNLESS OTHERWISE NOTED**



# Business and Computer Information Science Online

## Regular Academic Session (January 11-May 14)

### **BUSN 482 Business Comprehensive (3)**

Distance Students Only, On-Campus Students with instructor permission

Class #3180 Webcam and headphones with mic are required for this class.

Instructor: Robert Tangsrud

A capstone project for seniors completing the B.A.S. degree with a major in Business Administration. 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. This course must be completed through Mayville State University.

### **CIS 175 – Information Literacy (1)** - First 8 weeks course, January 11-March 7, 2021. Last day to withdraw if February 18, 2021.

Class #4283 Instructor: Kelly Kornkven

The course addresses the impact of information in our lives and how to effectively locate, retrieve, evaluate, and use information at the college level. Emphasis will be placed on the changing format of information in the digital world and how those changes affect the ethical use of information, especially copyright and plagiarism.

### **CIS 385 – Contemporary Multimedia Tools (4)**

Class #5507 Instructor: Chris Gonnella

The purpose of this course is to give students hands-on experience finding, evaluating, using and recommending free multimedia tools (mTools) to use in their professional and personal lives. Students will employ the ADDIE process of analyzing, designing, developing, implementing and evaluating to conduct their mTool evaluations. At the end of the course, students will have portfolios of multimedia tool evaluations, projects and writings to share with potential employers.

**See also the Online Synchronous course section for additional Accounting and Business courses.**



**ALL CLASSES OFFERED "ONLINE" UNLESS OTHERWISE NOTED**

# Early Childhood Online

## Regular Academic Session (January 11-May 14)

### **EC 210 - Introduction to ECE (3)**

Class #3184 Instructor: Ann Willeson

This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children, will also be explored. Some of the conditions addressed include: cultural diversity socio-economic conditions, and family structures. Course content also includes play, and the stages of cognitive, social/affective, and physical development of young children. This course is for educators who will be teaching in Birth to Third Grade classrooms. Co-requisite: EC 211.

### **EC 211 - Observations, Assessment, and Interpretation Techniques (3)**

Class #3185 Instructor: Ann Willeson

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- 8yrs) representing 'at risk' populations, those with developmental disabilities and special abilities. This course is for educators who will be teaching in Birth to Third Grade classrooms. The class serves as the required course in assessment of young children/children with special needs for early childhood special education licensure. Co- requisite: EC 210

### **EC 298 AA Internship (3)**

Class #3187 Instructor: Kelli Odden  
\$150 additional fee required

This course is intended for students in the Associate of Arts Early Childhood program. The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. Students will teach both formal and informal (play) activities under supervision in a setting with children ages 3-5. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This 150-hour internship experience occurs at the conclusion of the major and specialization. Students will work with the course instructor to plan an appropriate experience in a child care setting with children ages 3-5. Pre-requisites: EC 313, EC 333 and Instructor Consent.

### **EC 335 - Art, Music, and Play in ECE (3)**

Class #3189

Class #5499—On-Campus Students Only

Instructor: Ann Willeson

The purpose of this course is to address play, music and movement, creative art, and drama in the early childhood and primary education classrooms. Students will develop and implement an integrated curriculum that focuses on children's needs and interests, considering each child's individual culture and family. In addition, students will discover the influence that purposeful play has on children's social, cognitive and physical development. This knowledge will enhance their ability to create, evaluate, and select developmentally appropriate materials, equipment, environments, and strategies for children Pre-K - Third Grade. This course is for educators who will teach in Birth to Third Grade classrooms. Prerequisites: EC 210, EC 211.

### **EC 336 - Social & Emotional Development & Guidance in ECE (3)**

Class #3191 Instructor: Kelli Odden

Cross-listed with SPED 336. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. This course involves the study of classroom management, motivation, building self-esteem, and positive guidance strategies allowing pre-service teachers to learn how to manage the routines of the classroom and plan for instruction. Students have opportunities to apply these techniques through case studies focusing on preschool through early elementary (1st-3rd) grades. Prerequisite: EC 210 and EC 211 or EDUC 250.

### **EC 340 - Assessment & Documentation in Infant & Toddler Programs (3)**

Class #3193

Class #3194—On-Campus Students Only

Instructor: Sarah Kallock

Cross-listed with SPED 340. 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. Prerequisite: EC 210 and EC 211.

### **EC 375 Supervised Specialization Tutorial Experience (3)**

Class #5533

Class #5532—On-Campus Students Only

Instructor: Ann Willeson

This course will give the student a supervised specialization field 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. Prerequisites for each specialization are: Administration - EC 322; After School - EC 333; Infant/Toddler - EC 320; Special Needs - SPED 337.

### **EC 398 Child Development Internship (6)**

Class #3199

Instructor: Kelli Odden

\$300 additional fee required

This course is intended for students in the Bachelor of Arts Early Childhood program. The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. The six credit course is intended for students who have not had an internship or an Associate of Arts Program. Students will teach both formal and informal (play) activities under supervision in a setting with children ages 3-5. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This 300-hour internship experience occurs at the conclusion of the major and specialization. Students will work with the course instructor to plan an appropriate experience in a child care setting with children ages 3-5.

### **EC398A BA Internship (3)**

Class #3201

Instructor: Kelli Odden

\$150 additional fee required

This course is intended for students in the Bachelor of Arts Early Childhood program who already have an Associate of Arts with an internship. The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. Students will teach both formal and informal (play) activities under supervision in a setting with children ages 3-5. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This 150 hour internship experience occurs at the conclusion of the major and specialization. Students will work with the course instructor to plan an appropriate experience in a child care setting with children ages 3-5.

### **EC 495 Service Learning in ECE (2)**

Class #3203

Class #1217—On-Campus Students Only

Instructor: Sarah Kallock

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



**ALL CLASSES  
ARE OFFERED "ONLINE"  
UNLESS OTHERWISE  
NOTED**



# Undergraduate Education Online

## Regular Academic Session (January 11-May 14)

### **EDUC 250 Introduction to Education (3)**

Class #3205 Instructor: Cindy Gregg

This course provides students with historical, philosophical, social, and psychological foundations of education. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems, diversity and multiculturalism in education. Current trends in curriculum and instruction are also a focus of the course. Students will participate in a structured field experience to include elementary or secondary placement and special needs. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, working individually with students, and the operating procedures of a K-12 classroom. Students will also be introduced to the professionalism of teaching. Prerequisites: ENGL 110, ENGL 120 or ENGL 125, MATH 103 with minimum 'C'. It is recommended that EDUC 276 is taken prior to this course. Corequisite: EDUC 272.

Special Note on EDUC 250: BSED students must purchase the Watermark e-folio.

### **EDUC 272 Educational Technology (2)**

Class #3207 Instructor: Jeni Peterson

This course is designed to develop background knowledge and training for teacher education candidates in the use of educational technologies. The course will focus on instructional methods using technologies to support student learning and achievement. Teacher candidates will demonstrate developing proficiencies in the use of educational technologies to create interactive teaching and learning activities. This course uses the International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences. Corequisite: EDUC 250.

Special Note on EDUC 250: BSED students must purchase the Watermark e-folio.

### **EDUC 276 Praxis Core Acad Skills Prep (1)**

Class #3331 Instructor: Kelly Kornkven

Last day to add: April 1, 2021

This course is designed to support students in earning scores that meet or exceed the North Dakota State Requirements for the Praxis Core Academic Skills for Educators test in reading, mathematics, and writing. Focused study on core content areas of the exams enable students to review content while learning to use proven test-taking strategies. Instruction and guidance with specific formats for writing provide support for students in preparing for the essay component of the exam. Practice exams allow students to apply course content. Differentiated instruction is provided to meet individual study needs in this arranged course. S/U grading.

### **EDUC 290 Theories of Learning & Management (2)**

Class #3269 Instructor: Pamela Johnson

Cross-listed with PSYC 290. This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. A focus in this course is on understanding how learning occurs, learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Students will learn how to make instructional decisions to respect the individual strengths and needs of 21st Century learners. Another focus is on motivation and engagement as it relates to building self-direction. Students will understand how to collaborate with learners to create optimal learning environments. Prerequisite: PSYC 111.

### **EDUC 351 Remedial Reading Practicum (1-2)**

Class #3216 Instructor: Yvonne Cannon

\$50 additional fee required

Cross-listed with SPED 351. This course requires teacher candidates to apply research-based assessment, diagnostic, differentiated and corrective reading strategies studied in EDUC 350 in a field-based experience. Initial weekly faculty guidance prepares teacher candidates for field experience where they will complete and analyze assessments, and plan and implement research-based interventions in reading instruction for a student assigned by the in-school mentor teacher. Pre and post lesson observation conferences will be conducted by faculty and/or mentor teachers with teacher candidates throughout the field experience. Lesson planning, instruction, reflective journaling and a case study analysis paper contribute to the skill development of teacher candidates in the specific area of instructional and corrective reading intervention. Prerequisite: EDUC 350 and Admission to Teacher Education.

### **EDUC 380 Teaching English Language Learners (2)**

Class #3217 Instructor: Clayton Dodson

This course will introduce teacher candidates to the different types of language learners as well as develop understandings of program options for ELLs. Using language proficiency levels, teacher candidates will practice using strategies to assist language learner students in learning content. Teacher candidates will learn how to make instructional decisions to respect the individual strengths and needs of language learners based upon English language development standards and Can Do descriptors. Prerequisite: EDUC 250.

### **EDUC 401 Electronic Portfolio, Assessment, and Seminar (2)**

Class #3401 Instructor: Andi Dulski-Bucholz

Seminar Sessions Dates: 1/21, 2/11, 3/25, and 4/8

This course provides the opportunity for teacher candidates to present their electronic portfolio as a capstone program completion requirement providing evidence of work with diversity and differentiated instruction, technology use and a documented progress towards proficiency in state and national teacher education standards that facilitates development as reflective practitioners. Development of the electronic portfolio occurs with guidance throughout the teacher candidates' education with checkpoints regularly scheduled. Professional development seminars are held throughout the semester to provide more support for teacher candidates during their student teaching experience, provide information on focal topics significant to the student teaching experience, and provide an opportunity for collegial sharing and discussion. This course fulfills LEAP requirements and must be completed through Mayville State University. Prerequisite: Admission to Teacher Education. Co-requisite: EDUC 400.

### **EDUC 401S Pre-Student Teaching Seminars (0)**

Class #3400 Instructors: Kayla Smith, Andi Dulski-Bucholz

Seminar Sessions Dates: 1/27, 2/10, 3/24, and 4/14

Required prior to the student teaching semester, pre-student teaching seminars provide teacher candidates with the necessary information to prepare for a successful student teaching experience. Seminar topics include preparing for student teaching and the requirements for MSU student teachers, support for teacher candidates during student teaching, Model Code of Ethics for Educators, K-12 school policies and developing professional relationships. Students will complete and submit important forms necessary for MSU to begin student teaching placement arrangements. Non-satisfactory performance in this course may prevent a student teaching placement. S/U grading.

### **EDUC 422 - Educational Assessment (2)**

Class #3225 Instructor: Clayton Dodson

Cross-listed with PSYC 422. The focus of this course is for teacher candidates to understand and implement a range of

assessment tools for desired learning results and collect multiple sources of evidence of student learning. Beginning with the identification of learning goals and purposes for assessment, candidates will: (1) identify diverse student needs, (2) learn to use formative and summative assessment and feedback, (3) critique existing assessment tools, (4) select, design and adapt a range of multiple evaluation tools, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. Prerequisite: Admission to Teacher Education, Junior standing, and "C" or better in EDUC 290.

### **EDUC 480 - Gen Methods for Secondary Educators (4)**

Class# 3227 Instructor: Clayton Dodson

This methods course prepares teaching candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design for learning and authentic literacy. Candidates will: write a preliminary philosophy of education, learn to craft effective lessons, design varied instruction, conduct formative assessment, and respond to needs in order to promote positive student outcomes, meet college and career ready standards and support the development of 21st Century Skills. Course readings will examine how to create a content-rich curriculum that links knowledge with thinking. Opportunities to design and experiment with instruction will be embedded. Prerequisite: Admission to Teacher Education. Corequisite: EDUC 480L.

### **EDUC 480L - General Methods Field Experience (1)**

Class# 3229 Instructor: Clayton Dodson

\$50 additional fee required

This course is designed for teacher candidates who are secondary education majors and complements their general methods course. The experience includes a 30-hour field placement in a secondary school classroom with a clinical educator who supports candidates' teaching skills. Candidates will observe their cooperating teachers, examine the professional practice of teaching, reflectively journal, teach at least one lesson, demonstrate professional disposition, and model ethical practice. The teacher candidate will be observed once during the experience; this observation will include pre and post conference and feedback on instruction. Corequisite: EDUC 480. This course requires students to have an approved background check and liability insurance prior to the field experience.

**See the Graduate Education & Online Synchronous course sections for more EDUC courses.**

**ALL CLASSES**

**ARE OFFERED "ONLINE"**

**UNLESS OTHERWISE NOTED**

# Library Media Info Science & Special Education Online

## Regular Academic Session (January 11-May 14)

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

Distance Students Only

Class #3236 Instructor: Aubrey Madler

Cross-listed with ENGL 350. Provides a survey of middle-level and young adult literature and media from all genres and forms, including a balance of nonfiction to support educational standards. Covers classic and contemporary works, with attention to works about diverse populations (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation), historical ties, and global perspectives. Students will engage with literary theory to select, interpret, and evaluate works, based on young adult needs and interests; students will also practice literature appreciation and engagement strategies.

### **SPED 300 Introduction to Applied Behaviors (3)**

Class #4244 Instructor: Katherine Terras

This training program is based on the RBT Task List (2<sup>nd</sup> ed.) and is designed to meet the 45-hour training requirement for RBT certification. This program is offered independent of the Behavior Analyst Certification Board. This course is module-based and includes the following behavior analytic topics: Behavior Basics, Measurement, Assessment, Skill Acquisition, Behavior Reduction, Documentation and Reporting, and Professional Conduct and Scope of Practice. The focus of this training is application of knowledge and skills to make you career ready to pass the national examination and to make you an effective Registered Behavior Technician (RBT)! Interactive modules are used to illustrate behavioral concepts/principles and an activity to strengthen your understanding and application in real-life settings.

### **SPED 330 Behavior Modification & Management (3)**

Class #3265 Instructor: Sarah Kallock

Cross-listed with PSYC 330. Presents and discusses theory, conceptual approaches, and practice in the application of operant and classical conditioning procedures to children, youth and adults, in applied settings and how to apply Behavior Modification & Management to various forms of behavioral, psychological, and social-emotional development. Students will learn principles, procedures and practical how-to skills such as observing and recording behavior; recognizing instances of reinforcement, extinction and punishment and their likely long-term effects; and design, implement and evaluate behavioral programs. Prerequisite: PSYC 111.

### **SPED 336 - Social & Emotional Development & Guidance in ECE (3)**

Class #3242 Instructor: Kelli Odden

Cross-listed with EC 336. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. This course involves the study of classroom management, motivation, building self-esteem, and positive guidance strategies allowing pre-service teachers to learn how to manage the routines of the classroom and plan for instruction. Students have opportunities to apply these techniques through case studies focusing on preschool through early elementary (1st-3rd) grades. Prerequisites: EC 210, EC 211 or EDUC 250.

### **SPED 340 - Assessment & Documentation in Infant & Toddler Programs (3)**

Class #3244

Class #3245—On-Campus Students Only

Instructor: Sarah Kallock

Cross-listed with EC 340. 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. Prerequisites: EC 210, EC 211.

### **SPED 343 Classroom Modification (3)**

Class #3246 Instructor: Sarah Kallock

This course is designed to provide practical experience in accommodating and modifying environments and differentiating teaching strategies to meet the needs of children. Students will learn specific classroom accommodations and modifications, how to effectively differentiate instruction, and plan for neuro-diversity in the classroom.

### **SPED 351 Remedial Reading Practicum (1-2)**

Class #3240 Instructor: Yvonne Cannon

\$50 additional fee required

Cross-listed with EDUC 351. This course requires teacher candidates to apply research-based assessment, diagnostic, differentiated and corrective reading strategies studied in EDUC 350 in a field-based experience. Initial weekly faculty guidance prepares teacher candidates for field experience where they will complete and analyze assessments, and plan and implement research-based interventions in reading instruction for a student assigned by the in-school mentor teacher. Pre and post lesson observation conferences will be conducted by faculty and/or mentor teachers with teacher candidates throughout the field experience. Lesson planning, instruction, reflective journaling and a case study analysis paper contribute to the skill development of teacher candidates in the specific area of instructional and corrective reading intervention. Prerequisites: EDUC 350 and Admission to Teacher Education.

### **SPED 384 - Emotional Disturbance (3)**

Class #3248 —Distance Students Only

Instructor: Carly Theis

This research-based course will provide comprehensive information on characteristics, methods and materials for children, youth and young adults with emotional and behavioral disorders. Course instruction will focus on definitions, prevalence, causes, assessment, education service placements, functional behavior assessment, basics of applied behavior analysis and Positive Behavior Supports, advocacy, and current issues in the field. This information will benefit all educational personnel and related service providers. Prerequisite: SPED 389. Corequisite: SPED 385 (for special education majors only).

### **SPED 385 - Emotional Disturbance Practicum (1-2)**

Class #3249—Distance Students Only

Class #3320—On-Campus Students Only

This clinical course is designed for students who are earning a degree in special education and complement coursework on emotional and behavioral disorders. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with emotional disturbances. Students will apply methods with a student with an emotional disturbance. The student performs other assignments as outlined through their accompanying method course. Prerequisite: SPED 389. Corequisite: SPED 384 (for special education majors only). This course requires students to have an approved background check and liability insurance prior to the field experience.

### **SPED 386 - Learning Disabilities (3)**

Class #3250 Instructor: Carly Theis

This course will include identification and characteristics of children, youth and other individuals with learning 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

inclusive early childhood, elementary and secondary settings. Students will focus on best practices and methods related as well as computer assisted instruction and technological equipment appropriate to varied learning needs. Prerequisite: SPED 389. Corequisite: SPED 387 (for special education majors only).

### **SPED 387 - Learning Disabilities Practicum (1-2)**

Class #3251 Instructor: Carly Theis

\$50 additional fee required

This clinical course is designed for students who are earning a degree in special education and complement coursework on a variety of learning disabilities. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with learning disabilities. Students will apply course instruction with an individual with a learning disability. The student will perform other assignments as outlined in their accompanying methods course concerning learning disabilities. Prerequisite: SPED 389. Corequisite: SPED 386 (for special education majors only). SPED majors take 2 SH option. This course requires students to have an approved background check and liability insurance prior to the field experience.

### **SPED 389 - Foundations of Special Education (3)**

Class #3252 Instructor: Carly Theis

This course is designed to provide historical and foundational knowledge and understanding of characteristics of the disability experience, a variety of disability types under IDEA law, their implications, associated conditions and the impact of disability on physical, cognitive, and psychosocial development. The course also provides a model for understanding individuals with disabilities, appropriate decision making, facilitating educational programs, accommodations and modifications, and collaboration with families, professional roles, and outside agencies. A goal of the course is to provide training for education and service providers who serve exceptional children, youth, and adults in a variety of settings. Special Note on SPED 389 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

### **SPED 497 - Special Education Internship (5—12)**

Class #18486 Instructor: Carly Theis

The internship in special education is an off-campus, faculty-approved work experience to provide students with the opportunity to apply their newly acquired knowledge and skills in special education while receiving support from a clinical educator. The transcript notation will designate the completion of a specific internship. Prerequisite: Approval of the division. This course requires students to have an approved background check and liability insurance prior to the field experience.

**See the Online Synchronous  
course section for additional  
Education and Special Educa-  
tion courses.**

**Graduate Education Courses—  
See Next Page**

**ALL CLASSES**

**ARE OFFERED "ONLINE"**

**UNLESS OTHERWISE NOTED**



# Graduate Education Online

## Graduate Distance Tuition Rate Applies

### Regular Academic Session (January 11-May 14)

#### **EDUC 500 Teaching Mentorship Clinical Experience (6)** Class #3230 Instructor: Pam Johnson

\$700 special course fee for all students plus an additional \$225 fee for placements beyond 80-mile radius of MSU. This course is the 12-week full-time clinical mentorship experience in the candidate's major areas of study in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support candidates in this experience in conjunction with qualified university supervisors. Candidates are placed in school settings that provide the candidate new and diverse teaching experiences to support professional growth in teacher leadership. Candidates will collect and analyze data on student learning and student engagement. Seminar attendance is required throughout the clinical mentorship experience.

#### **EDUC 502 Intro to Blended Learning (2)**

Class #3372 Instructor: Andi Dulski-Bucholz  
Division approval required.

This course is the 12-week full-time clinical mentorship experience in the candidate's major areas of study in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support candidates in this experience in conjunction with qualified university supervisors. Candidates are placed in school settings that provide the candidate new and diverse teaching experiences to support professional growth in teacher leadership. Candidates will collect and analyze data on student learning and student engagement. Seminar attendance is required throughout the clinical mentorship experience.

#### **EDUC 503 Online K-12 Instructional Methodology (3)**

Class# 3373 Instructor: staff  
Division approval required.

This course introduces K-12 online instruction to allow learners to acquire the perspective of both K-12 students and instructors in an online environment. Learners will use tools and resources to explore the critical components of being an effective online instructor. This course includes a focus on ethical issues and practices for online teaching and learning using the ND approved Code of Ethics in addition to areas such as online security, instructional feedback, and brain-based learning.

#### **EDUC 505 - Online Teaching Field Study (3)**

Class #3375 Instructor: staff

This field study will give learners hands-on experience with teaching online with active enrollments. Learners will first be trained in the school's LMS, SIS, and Teacher Expectations. Following training, learners will begin working with students while simultaneously completing various tasks to demonstrate their understanding of how K-12 students learn in an online environment. K-12 students work asynchronously, therefore, learners are required to be available and work in their assigned sections and work with assigned students for a full 16 weeks. Requisites for Graduates: Successful completion of all online coursework in the Online Teaching Certificate program.

#### **EDUC 522 - Educational Assessment (3)**

Class #3231 Instructor: Clayton Dodson

The focus of this course is to understand and implement a range of assessment tools for desired learning results and collect multiple sources of evidence of student learning. Beginning with identification of learning goals and purposes for assessment, teacher-leaders will: 1) identify diverse

student needs, (2) learn to use formative and summative assessment and feedback, (3) critique existing assessment tools, (4) select, design and adapt a range of multiple evaluation tools, (5) use technology to support assessment practices, (6) communicate standards-based results, and use assessment results to improve the teaching and learning process through data-based decision-making.

#### **EDUC 550 Foundations of Education & Leadership (3)**

Class #3232 Instructor: Cindy Gregg

This course examines the historical, philosophical, social, and psychological foundations of education and discusses philosophical viewpoints that influence new teachers' priorities and strategy choices in their practice. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems, cultural diversity in education, current trends in curriculum and instruction, professionalism in practice, and teacher leadership. Students will participate in a structured field experience to include secondary and special education observation hours. Special emphasis will be placed on observing the teaching-learning process, working individually with students, and becoming familiar with the operating procedures of a secondary classroom.

#### **EDUC 572 Instructional Resources & Technology (2)**

Class #3233 Instructor: staff

This course will focus on the background knowledge and instructional methods when using technologies to support student learning and achievement. The use of technology as a tool to teach and support K-12 learners' engagement and motivation is explored while building 21st century skills. This course uses the International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences.

#### **EDUC 580 - Instructional Strategies for the Classroom (4)**

Class #3234 Instructor: Clayton Dodson

This course prepares teacher candidates to provide high-quality instruction in today's diverse classrooms using a backwards design approach to most effectively plan for differentiated instruction. Students will develop a philosophy of education, design lessons using research-based strategies to differentiate learning, conduct formative assessment, and respond to needs to promote positive student outcomes and meet college and career ready standards. Students will learn how to implement instructional strategies that support the development of 21st century skills. A backwards design approach will focus on technology integration, trans-disciplinary instruction, and real-world problem solving. Prerequisite: EDUC 550.

#### **EDUC 592 Theories of Learning & Management (2)**

Class #3235 Instructor: Pamela Johnson

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, student engagement, motivation, and behavior management of learners. Participants will study how traumatic events can impact the cognition, social-emotional development and behaviors of learners. Participants will better understand how to make instructional decisions as a teacher leader for the unique needs of learners (e.g. learning styles, multiple intelligences, emotional intelligences) that support the development of self-directed learning. Research on effective classroom management approaches is completed through the lens of a teacher-leader prepared

to use ethical decision making and inclusive practices in classroom and school campus settings.

#### **EDUC 595 - Comprehensive Capstone Project (1)**

Class #17032 Instructor: Pam Johnson

By arrangement with instructor only.

The Comprehensive Capstone project is designed for students completing the MAT degree to demonstrate competencies in the knowledge, skills, and dispositions required for effective classroom teaching. Students will complete and present their portfolios to demonstrate their professional growth and learning. Students will identify associations of learning and leadership to the Authentic/Constructivist Leadership Model. A self-directed study of ethics in education is included in this course. Arranged.

**ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED**

# Health, Physical Education, and Recreation (HPER) Online

## Regular Academic Session (January 11-May 14)

### **AH 205 - Medical Terminology (1)**

Class #17985 Instructor: Scott Parker

An understanding of terminology used in specific professions is critical and none more so than in a health profession. Utilizing a body systems approach, students will be able to comprehend the definitions and applications of the language used in various medical fields.

### **HPER 217 Personal & Community Health (2)**

Class #3282 Instructor: Michelle Warren

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 emotional aspects of human sexuality; and the study of community and environmental health.

### **HPER 222 Nutrition (3)**

Class #3284 Instructor: Katie Aasen

Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the life cycle.

### **HPER 300 - Principles of Sports Management (3)**

Class #3378 Instructor: Joel White

This course will allow students to look at the management side of the diverse and expanding field of sport and recreation. The course is designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students will examine applications of managerial concepts and processes, and the ways in which organizations interact with each other and with other governing bodies.

### **HPER 315 Movement Education in Early Childhood (2)**

Class #3288 Instructor: Ashley Nelson

This course is designed for the early childhood educator (birth-8 years) and HPER majors and minors. Students will explore the importance of developmentally appropriate movement education for young children. Developing and implementing a movement education curriculum is at the core of this course. Areas to be covered include: child

development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting. Prerequisite: EC 210, EC 211 for education majors. No prerequisites for HPER majors/minors.

### **HPER 319 - Health and Physical Education in the Elementary School (2)**

Class #3289 Instructor: Ashley Nelson

A course designed specifically for the Elementary Education majors and HPER majors/minors. Areas of study include: understanding the need for physical education; the instructional process; program implementation; and teaching the objectives of physical education (personal health skills, motor skills, lifetime activities, and sport skills). Peer teaching of an elementary physical education lesson plan will be included. The 10 content areas of health will be studied.

### **HPER 321 Foundations & Methods of Coaching (2)**

Class #3291 Instructor: William Tomblin

The course is designed to assist coaches in creating a healthy age-appropriate athletic experience. The course will identify the role of a coach, professional development of coaches, coaches as managers, teaching and modeling

behavior, physical conditioning and nutrition of athletes, and ethics. Students will learn how to develop and prepare instructional plans. They will learn the methods and principles of teaching. Good coaching is good teaching. The values that students need on the playing field and in life will be stressed.

### **HPER 350 - Motor Learning (2)**

Class #3294 Instructor: Ashley Nelson

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. Prerequisite: Sophomore standing.

### **HPER 440 - Organization and Administration of Physical Education and Athletics (2)**

Class #3305 Instructor: Billy Tomblin

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. Prerequisite: Junior standing

### **HPER 444 - DAPE Practicum, Grades Prek-12 (2)**

Class #3311 Instructor: Ashley Nelson

Field experience will consist of working with individuals in grades Pre-K-12 with disabilities. Students will complete 40 hours of practicum experience.

### **HPER 455 - Sport Governance (3)**

Class #18111 Instructor: Joel White

An examination of the power and politics of professional and amateur sport organizations, including an analysis of the structure and purpose of sport bodies, both in the U.S. and globally. Also provides an introduction to the managerial activities necessary for governance and leadership in sport organizations.

**ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED**





# Science Online (unless otherwise noted)

## Regular Academic Session (January 11-May 14)

### **BIOL 151 General Biology II (3)**

Class #15662 Instructor: Joseph Mehus  
Survey of the three domains of living things including archaea, bacteria, protists, fungi, and animals. To include classification, evolution, relationship between structure and function, and ecology. Three hours of lecture per week. Prerequisite: BIOL 150, BIOL 150L. Corequisite: BIOL 151

### **BIOL 151L General Biology II Lab (1)**

Class #15663 Instructor: Joseph Mehus  
PC access required (MAC will not work).  
Laboratory exercises designed to study organisms from the three domains of living things including archaea, bacteria, protists, fungi, and animals. To include classification, evolution, relationship between structure and function, and ecology. Two hours of lab per week. Prerequisite: BIOL 150, BIOL 150L. Corequisite: BIOL 151

### **BIOL 220 Anatomy & Physiology I (3)**

Class #3005—Distance Students Only;  
On-Campus Students by permission only  
Enrollment by January 4, 2021 is recommended.  
Instructor: Joseph Mehus  
Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the first course of a two course sequence. Topics covered in this course will include organization from atomic structure to organ level structure, the integumentary system, skeletal, muscular, respiratory and cardiac systems. BIOL 111 or BIOL 150 or equivalent and CHEM 121 are highly recommended. Corequisite: BIOL 220L.

### **BIOL 220L Anatomy & Physiology Lab I (1)**

Class #3006—Distance Students Only;  
On-Campus Students by permission only  
Enrollment by January 4, 2021 is recommended.  
Instructor: Joseph Mehus  
Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 220. Topics include activities related to cellular structure, micro and macroscopic observations and interpretations of cellular, tissue, integument, skeletal, muscular, cardiac system structures and tissues, and dissection of animal specimens. Activities related to the study of physiology are also included. Corequisite: BIOL 220.

### **BIOL 221 Anatomy & Physiology II (3)**

Class #3007—Distance Students Only;  
On-Campus Students by permission only  
Enrollment by January 4, 2021 is recommended.  
Instructor: Joseph Mehus  
Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the second course of a two course sequence. Topics which will be covered include the nervous, endocrine, digestive/metabolism, urinary, and reproductive systems. Elements of development and growth, and of human genetics will also be considered. BIOL 111 or BIOL 150 or equivalent, BIOL 220, BIOL 220L, and CHEM 121 are highly recommended.

### **BIOL 221L Anatomy & Physiology Lab II (1)**

Class #3009—Distance Students Only;  
On-Campus Students by permission only  
Enrollment by January 4, 2021 is recommended.  
Instructor: Joseph Mehus  
Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 221. Topics include activities related to the nervous, endocrine, digestive, urinary, and reproductive systems. Genetics and developmental topics will be reviewed. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected and activities related to the study of human physiology are also included. Corequisite: BIOL 221.

### **BIOL 302 - Survey Of Microbiology (3)**

Class #16270 Instructor: Khwaja Hossain  
The course introduce the microorganisms and their activities including microbial growth, development, and diversity. The importance of microbes in human disease development and immunity as well as their importance in the environment and industry. Three hours of lecture per week. Prerequisite: BIOL 111 or BIOL 150. Co-requisite: BIOL 302L.

### **BIOL 302L - Survey Of Microbiology Lab (1)**

Class #16271 Instructor: Khwaja Hossain  
The lab course is designed to help students grasp the fundamentals of Microbiology from a hands-on approach enhanced with technology. The lab content encompasses basic laboratory procedures in observing and identifying microorganisms, handling, and culturing of microorganisms. Two hours of lab per week. Prerequisites: BIOL 111 or BIOL 150. Corequisite: BIOL 302.

### **BIOL 341 - Cell and Molecular Biology (3)**

Class #16272 Instructor: Khwaja Hossain  
An introduction to the structure and function of prokaryotic and eukaryotic cells and cell molecules with emphasis on the flow of genetic information from DNA to RNA to protein. It includes the studies on molecular organization of cell organelles and important metabolic activities in the cell. Prerequisite: BIOL 151. Co-requisite: BIOL 341L.

### **BIOL 341L - Cell and Molecular Biology Lab (1)**

Class #16273 Instructor: Khwaja Hossain  
The lab course is designed to help students grasp the fundamentals of Cell and Molecular Biology from a hands-on approach enhanced with technology. The lab content encompasses basic laboratory procedures in cell and tissue culture, chromosome staining and visualization, use of gel matrices in separating and detecting nucleic acids and protein, and analysis of nucleic acids databases using different bioinformatics tools. Two hours of lab per week. Co-requisite: BIOL 341.

### **CHEM 122 General Chemistry II(3)**

Class #3323 Instructor: Jeffrey Hovde  
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 three hours of lecture per week. Prerequisites: CHEM 121. Co-requisites: CHEM 122L.

### **CHEM 122L General Chemistry II Lab (1)**

Class #3324 Instructor: Jeffrey Hovde  
Students will develop familiarity with equipment and techniques used in chemical laboratories; will learn about the process of scientific inquiry; will develop an awareness of safety issues in a chemical laboratory; will gain an understanding of quantitative measurements, significant figures; and will perform a variety of experiments like determining chemical formulae, characterizing solutions, thermochemical measurements, elementary synthesis reactions, solubility measurements. The course consists of 2 hours of laboratory per week. Co-requisite: CHEM 121. Pre-requisite: None.

### **GEOL 115 - Introductory Geology (3)**

Class #3109 Instructor: Khwaja Hossain  
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. Corequisite: GEOL 115L.

### **GEOL 115L - Introductory Geology Lab (1)**

Class #3110 Instructor: Khwaja Hossain  
Cross-listed with GEOG 115L. Two hours lab per week. Procedures will involve study of rock and mineral types, identification of specimens, and the processes which shape the surface of our Earth. Field experiences will be required. Corequisite: GEOL 115

### **SCNC 101 - Natural Science (3)**

Class #3402 Instructor: Melody McConnell  
A general education lab science course designed for the non-science major. This survey course is designed to explore the world around us, and encourage the appreciation for and understanding of the natural sciences. Content of the course includes: astronomy, geology, meteorology, and biology/life science. Corequisite: SCNC 101L. Fall, Spring.

### **SCNC 101L - Natural Science Lab (1)**

Class #3403 Instructor: Melody McConnell  
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. Lab sessions will be arranged. Corequisite: SCNC 101.

### **SCNC 150 STEM in Society (3)**

Class #17975  
Instructor: Melody McConnell  
In this class, we will explore historical, current, and future interconnections between science, technology, and society. An emphasis on finding, evaluating, using, and communicating reliable information will equip students to make informed decisions about STEM topics and to discuss and evaluate influences of STEM on society and vice versa. Culturally diverse perspectives and ethics will be incorporated.



## IMPORTANT INFORMATION REGARDING ONLINE LABS

Class #s 3006, 3009, 3110, 3324, 3403, 15663, 16271, and 16273

For all online science course labs, you will need to purchase the lab kits from the MSU Bookstore.

You will not be able to find the kits elsewhere.

Lab kits and price information is available from the Bookstore at [Bookstore@mayvillestate.edu](mailto:Bookstore@mayvillestate.edu).

# Math and Physics Online (unless otherwise noted)

(Regular Academic Session (January 11-May 14))

## MATH 103 College Algebra (3)

Class #3115 Instructor: Melanie Herman

This course covers relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions; systems of equations, matrices and determinants, sequences and summation. Prerequisite: Minimum 21 ACT Math sub score, or ASC 93 or equivalent with a grade of "C" or higher.

## MATH 165 - Calculus I (4)

Class #3128 Instructor: Fred Strand

This course covers limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, and applications. Prerequisites: MATH 103, MATH 105.

## MATH 265 - Calculus III (4)

Class #3129 Instructor: Fred Strand

This course covers multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals. Green's Theorem, Stoke's Theorem, Divergence Theorem are included. Prerequisite: MATH 166.

## MATH 277 - Mathematics For Elem. Teachers (3)

Class #3130 Instructor: Gretchen Welk

A mathematics content course for prospective elementary school teachers. Topics include problem solving, numeration systems, number theory, geometry, probability, statistics, measurement & data, and algebra. Math manipulatives and technology are used in this course. Prerequisite: MATH 103 or equivalent.

## MATH 323 Probability & Statistics (3)

Class #3122 Instructor: Mary Townsend

This course covers studies probability and the mathematical theory of statistics from the set theoretic point of view. Prerequisite: MATH 103 or higher equivalent.

## MATH 389 - Modern Geometry (3)

Class #3333 Instructor: Fred Strand

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. Prerequisite: MATH 103.

## MATH 435 - Theory Of Numbers (3)

Class #3132 Instructor: Mary Townsend

This course covers some of the widely known theorems, conjectures, unsolved problems, and proofs of number theory. Students will use the internet to research real life applications of Number Theory and summarize their research in at least 3 short papers. Calculators will be used for computations. Prerequisite: MATH 165.

## MATH 480 Mathematics Comprehensive (1)

Class #3133 Instructor: Fred Strand

This course fulfills LEAP requirements and must be completed through Mayville State University. A comprehensive review and examination covering the content of the courses required for the mathematics education major and the mathematics major. Students will read comprehensive math review materials, identify additional materials, and organize course materials. By studying all the materials and completing the exam, students will demonstrate their use of critical thinking, mastery of basic math principles, and computational skills. The researching and writing of a research paper will show how mathematical ideas have been discovered by diverse cultures and impacted historical events from early to present times.

## PHYS 211 College Physics I (3)

Class #3136 Instructor: Thomas Gonnella

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

Special Note on PHYS 211 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

## PHYS 211L College Physics I Lab (1)

Class #3388 Instructor: Thomas Gonnella

See note below on physics labs.

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 211. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 211 or have already completed it.

## PHYS 212 College Physics II (3)

Class #3138 Instructor: Thomas Gonnella

Three hours of lecture. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to thermodynamics, waves, sound, electricity, magnetism, light, and optics. Students should have already completed PHYS 211 before enrolling in this course. Students should co-enroll in PHYS 212L.

Special Note on PHYS 212 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

## PHYS 212L College Physics II Lab (1)

Class #3389 Instructor: Thomas Gonnella

See note below on physics labs.

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 212. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 212 or have already completed it.

## PHYS 251 University Physics I (4)

Class #3140 Instructor: Thomas Gonnella

Four hours of lecture. A calculus-based physics course designed to provide science and engineering majors with a deeper understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. This course is intended as an alternative to 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. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 251L.

Special Note on PHYS 251 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

## PHYS 251L University Physics I Lab (1)

Class #3390 Instructor: Thomas Gonnella

See note below on physics labs.

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 251. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 251 or have already completed it.

## PHYS 252 University Physics II (4)

Class #3142 Instructor: Thomas Gonnella

Four hours of lecture. A calculus-based physics course designed to provide science and engineering majors with a deeper understanding of the principles of physics related to thermodynamics, waves, sound, electricity, magnetism, light, and optics. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 252L.

Special Note on PHYS 252 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

## PHYS 252L University Physics II Lab (1)

Class #3391 Instructor: Thomas Gonnella

See note below on physics labs.

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 252. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 252 or have already completed it.



## UNIV 350 Statistical Methods for Social Sciences (3)

Class #18366 Instructor: Carey Haugen

This course may be used in substitution for PSYC 310. This course is designed to familiarize students with fundamental statistical concepts and techniques. The course covers many of the common statistics used in the social sciences and highlights data analysis and research applications. Although this course is designed for the social sciences, the concepts and techniques presented in this course apply broadly to other disciplines.

### SPECIAL NOTE ON PHYSICS LABS

Class #s: 3338, 3389, 3390, 3391

For these online labs, you will need to purchase lab kits from the MSU Bookstore (about \$600). If a kit is sent back to the MSU Bookstore in good condition at the end of the term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I and Physics II kits are different, so one kit will not allow you to do all the labs in both courses.



# Undergraduate Nursing Online—Nursing Tuition Rates May Apply

**Regular Session (January 11-May 14. Last day to drop is April 9.)**

## **UNIV 350 Statistical Methods for the Social Sciences (3)**

Class # 18366 Instructor: Carey Haugen

This course may be used in substitution for PSYC 310.

This course is designed to familiarize students with fundamental statistical concepts and techniques. The course covers many of the common statistics used in the social sciences and highlights data analysis and research applications. Although this course is designed for the social sciences, the concepts and techniques presented in this course apply broadly to other disciplines.



**First 5-Week Session (Online Block I: January 12-February 17. Last day to drop is February 5, 2021.)**

## **NURS 350 Baccalaureate Role Development (3)**

Class #3334 Instructor: Donna Craigmile

Nursing tuition rate will apply

Consideration of the nursing metaparadigm (client/patient, nurse/nursing, health illness, environment/system) from different nursing theoretical perspectives in order to develop as care provider and manager of care. Special emphasis on the nature of a profession and professional values. Corequisite: NURS 310.

## **NURS 360 - Holistic Health Assessment Across the Lifespan (4)**

Class #3336, #3337 Instructor: Lindsay Bontjes, Jennifer Jensen

Nursing tuition rate will apply

Further development of skills to assess the health status of individuals across the lifespan with a focus on the aging adult. Consideration of interpretation of findings from physical, physiological (including pathophysiological), and socio-cultural perspectives. Prerequisites or Corequisites: NURS 310, NURS 350.

**Second 5-Week Session (Online Block II: February 18– March 31. Last day to drop is March 13, 2021.)**

## **NURS 360 - Holistic Health Assessment Across the Lifespan (4)**

Class #3338 Instructor: Lindsay Bontjes, Staff

Nursing tuition rate will apply

Further development of skills to assess the health status of individuals across the lifespan with a focus on the aging adult. Consideration of interpretation of findings from physical, physiological (including pathophysiological), and socio-cultural perspectives. Prerequisites or Corequisites: NURS 310, NURS 350.

## **NURS 370 - Evidence-based Practice (3)**

Class #3339, #3340 Instructor: Donna Craigmile, Jennifer Johnson

Nursing tuition rate will apply

Overview of the research process as a foundation for utilizing research in health care disciplines. Consideration of health care related questions and the evidence available to answer them. Recommended statistics pre-requisite. Prerequisites: NURS 310 and NURS 350 or AH 280, and junior standing. Co-requisite: MATH 323, BUSN 416, OR PSYC 310, or other approved statistics course.

# Undergraduate Nursing Online

**Third 5-Week Session (Online Block III: April 1-May 7. Last day to drop is April 25, 2021.)**

## **NURS 310 - Health Care Informatics & Technologies (2)**

Class #3342 Instructor: Jennifer Jensen

Nursing tuition rate will apply

Introduction to informatics as a means to improve information management in health care. Consideration of various technologies and ethical and financial criteria in relation to quality health care outcomes. Pre-requisite: Allied Health Majors - AH 280. Co-requisite: Nursing Majors- NURS 350.

## **NURS 370 - Evidence-based Practice (3)**

Class #3344 Instructor: Donna Craigmile

Nursing tuition rate will apply

Overview of the research process as a foundation for utilizing research in health care disciplines. Consideration of health care related questions and the evidence available to answer them. Recommended statistics pre-requisite. Prerequisites: NURS 310 and NURS 350 or AH 280, and junior standing. Co-requisite: MATH 323, BUSN 416, OR PSYC 310, or other approved statistics course.

## **NURS 441 - Population-focused and Community-based Nursing Care I (4)**

Class #3345, #3346 Instructor: Collette Christoffers, Jennifer Johnson

Nursing tuition rate will apply

Exploration of population-focused nursing care in community settings. Emphasis on health promotion and illness prevention. Consideration of cultural competence in nursing care. Prerequisites: NURS 310, NURS 350.

**ALL CLASSES ARE OFFERED “ONLINE” UNLESS OTHERWISE NOTED**

## Graduate Nursing Online—Graduate Nursing Tuition Rates Will Apply

### First 5-Week Session (Online Block I: January 12-February 17. Last day to drop is February 5, 2021.)

#### **NURS 550 - Theories and Concepts for Advanced Nursing Practice (3)**

Class: 17682 Instructor: Janell Juelich

Graduate nursing tuition rate will apply.

This course focuses on analysis of a variety of nursing and related theories and concepts that guide advanced nursing practice across diverse populations. Based upon the holistic and foundational concepts of human beings, health, nursing, and environment, theory and concept comparison will foster development of necessary knowledge and skills to integrate and apply theories from behavioral, social, applied, and nursing science within direct and indirect advanced nursing practice experiences. Prerequisites: Admission to the MSN Program or Division of Nursing approval.

#### **NURS 630 - Assessment and Evaluation in Nursing Education (3)**

Class: 17683 Instructor: Janell Juelich

Graduate nursing tuition rate will apply.

This course is designed to provide nurse educators with the necessary knowledge and skills to measure and evaluate learning outcomes for nursing students, patients, or other nursing personnel in a variety of settings. Principles of assessment, measurement, and evaluation of individual learning outcomes and social, ethical, and legal issues associated with testing and measurement are examined. Also, measurement of program outcomes and processes of faculty and program evaluation are explored. Prerequisites: NURS 550, NURS 610.

### Second 5-Week Session (Online Block II: February 18– March 31. Last day to drop is March 13, 2021.)

#### **NURS 510 - Advanced Informatics and Health Care Technologies (2)**

Class: 17680 Instructor: Jennifer Johnson

Graduate nursing tuition rate will apply.

This course will explore the field of Health Informatics specific to organizing, using, and critically appraising health information and information technology to enhance evidence-based practice, improve advanced nursing practice, and improve outcomes across health care settings. Use of informatics to make data-driven decisions, to measure patient outcomes, to promote patient safety and quality improvement, to manage financials and make financial decisions, and to manage and utilize health care information will be explored. Processes in adopting health care and health information technologies and in the use of data from informatics systems to drive process changes to promote patient safety and quality improvement will be examined with consideration of health care ethics and data confidentiality, privacy and security. Prerequisites: Admission to the MSN Program or Division of Nursing approval.

### Third 5-Week Session (Online Block III: April 1-May 7. Last day to drop is April 25, 2021.)

#### **NURS 520 - Advanced Clinical Practice Concepts I (3)**

Class: 17681 Instructor: Jennifer Johnson

Graduate nursing tuition rate will apply.

This is the first of a two-course sequence focused on advancing knowledge of clinical practice in the areas of health assessment, pathophysiology, and pharmacology for individuals across the lifespan. With integration of advanced concepts across all three direct care areas, this course will foster the development of in-depth knowledge and expertise necessary to teach students, patients, and caregivers and lead positive patient care outcomes as a future nurse educator. Prerequisites: Admission to the MSN Program.

### 10-week Session (February 18-May 7. Last day to drop is April 13, 2021.)

#### **NURS 640 - Nurse Educator Practicum I (2)**

Class: 17684 Instructor: Janell Juelich

Graduation nursing tuition rate will apply.

Within this practicum experience, the student will synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. In addition, the student will master patient care delivery skills, system assessment and intervention skills, and will understand organizational dynamics under the mentorship of a nurse preceptor. Focus on a population of interest and a specific role will provide the student with opportunities to lead change to improve quality care outcomes, build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and advance a culture of excellence through lifelong learning. Focus on nursing education in the health care environment. Includes 100 hours of precepted clinical experiences. Prerequisites: NURS 550, NURS 610, NURS 620.

**ALL CLASSES ARE OFFERED “ONLINE” UNLESS OTHERWISE NOTED**

## Online Synchronous Courses (Regular Academic Session Jan 11-May 14)

**SEE SPECIAL NOTE BELOW FOR IMPORTANT INFORMATION ABOUT THE FOLLOWING COURSES.**

### **ACCT 316 - Banking Law (3)**

Distance Students Only

Online Synchronous using Zoom\*

Class #3158 Instructor: Thomas Moe

Tues/Thurs 8:00am - 9:15am

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. Prerequisite: ACCT 315.

### **ACCT 401 - Business Income Taxation (3)**

Distance Students Only

Online Synchronous using Zoom\*

Class #3162 Instructor: Dustin Olson

Mon/Wed/Fri 12:00pm -12:50pm

A study of federal income tax laws applicable to corporations and partnerships and advanced problems of individual taxation. Prerequisite: Junior Standing.

### **ACCT 405 - Advanced Accounting (3)**

Distance Students Only

Online Synchronous using Zoom\*

Class #5528 Instructor: Dustin Olson

Tues/Thurs 2:00pm - 3:15pm

Course will concentrate on accounting for business combinations and consolidated financial statements both at acquisition date and thereafter, advanced partnership issues, and an introduction to governmental and non-profit organization accounting.

Prerequisite: ACCT 321.

### **EDUC 302 - Social Studies Strategies in the Elementary School (3)**

\$50 additional fee required

Online Synchronous using Zoom\*

Class #17030 Days/Time: Tuesdays, 5:00pm - 6:30pm (select with EDUC 319 #17034)

Class #3210 Days/Time: Tuesdays, 6:45pm -8:15pm (select with EDUC 319 #3213)

Instructor: Sarah Kallock

This course is required of all elementary majors following EDUC 301. This course allows the teacher candidate to practice implementing research-based teaching strategies in the classroom and in several required field experiences. A focus on the use of inquiry lessons, simulations, and multi-modal lesson development is reinforced. The importance of teaching to different learning styles and multiple intelligences is emphasized along with critical thinking skills and effective teaching practices to meet the needs of diverse learners. Students collaboratively create a thematic unit to develop a foundational understanding of teaching the strands of social studies through multiple methods. This course requires students to have an approved background check and liability insurance prior to the field experience. Prerequisite: EDUC 301 and Admission to Teacher Education. Corequisite: On Campus: EDUC 319, EDUC 325, HPER 319. Distance: EDUC 319.

### **EDUC 319 - Language Arts in the Elementary School (3)**

Online Synchronous using Zoom\*

Class #3213 Days/Time: Tuesdays, 5:00pm - 6:30pm (select with EDUC 302 #3210)

Class #17034 Days/Time: Tuesdays, 6:45pm—8:15pm (select with EDUC 302 #17030)

Instructor: Cindy Gregg

A continuation of EDUC 318 with a focus on oral communication, written expressions, handwriting, spelling, literature, and approaches to reading instruction to include basal reading programs, literature focus units, literature circles, and reading and writing workshops in primary and intermediate grades. Teacher candidates will demonstrate library research and technology competencies in developing their philosophy of education papers. Teacher candidates will participate in a variety of diverse field experiences. This course requires students to have an approved background check and liability insurance prior to the field experience. Prerequisites: EDUC 318 and Admission to Teacher Education. Co-requisites: On Campus Students - EDUC 302, EDUC 325, HPER 319; Distance Students- EDUC 302.

## **\*Special Note on Online Synchronous Courses**

For these “online synchronous” courses, students are required to join scheduled class times using ZOOM, as specified in the course notes. Students using ZOOM must have a headset with microphone and web-camera to connect with class remotely.

**Textbook/materials, headset with microphone and web-cam can be purchased from the Mayville State University Bookstore: [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).**

**(Online Synchronous Courses continue to next page)**

# Online Synchronous Courses (Regular Academic Session Jan 11-May 14)

SEE SPECIAL NOTE BELOW FOR IMPORTANT INFORMATION ABOUT THE FOLLOWING COURSES.

## **EDUC 326 - Science Strategies for Elementary Teachers (3)**

Online Synchronous using Zoom\*

Class #5568 Instructor: Taryn Erickson

Mondays 5:00pm—7:20pm

Teacher candidates will work with the 7 crosscutting concepts essential to sciences and engineering to support effective elementary teaching methods. The inquiry process will be used in the study of physical, life, earth and space sciences and engineering to build competencies in science and technological literacies. Teacher candidates will explore the personal and social perspectives that unify global connections in science and STEM careers. It is recommended that teacher candidates take courses that include life, physical, earth and space sciences prior to this course.

## **EDUC 350 - Reading Assessment and Intervention (3)**

Online Synchronous using Zoom\*

Class #14737 Instructor: Yvonne Cannon

Wednesdays 4:30pm-7:00pm

Cross-listed with SPED 350. This course includes an overview and application of research-based assessment, diagnostic practices, and supportive interventions to differentiate reading instruction. Students will gain competencies in reading assessment, data analysis and demonstrate research-based instructional strategies that support student learning needs and reading abilities, including English Learners. Student-led inquiry, shared teaching practice and performance, and case study applications provide collaborative learning experiences. Pre-requisite: EDUC 318 and Admission to Teacher Education.

## **SPED 350 - Reading Assessment and Intervention (3)**

Online Synchronous using Zoom\*

Class #14739 Instructor: Yvonne Cannon

Wednesdays 4:30pm-7:00pm

Cross-listed with EDUC 350. This course includes an overview and application of research-based assessment, diagnostic practices, and supportive interventions to differentiate reading instruction. Students will gain competencies in reading assessment, data analysis and demonstrate research-based instructional strategies that support student learning needs and reading abilities, including English Learners. Student-led inquiry, shared teaching practice and performance, and case study applications provide collaborative learning experiences. Pre-requisite: EDUC 318 and Admission to Teacher Education.

## **SPED 397 - Assessment of Students with Disabilities (3)**

Online Synchronous using Zoom\*

Class #5501

Instructor: Carly Theis

Mondays, Wednesday 10:00am—10:50am

Students in this course will develop skills in formative and summative evaluation methods for children, youth and young adults with mild, moderate, or severe disabilities in an academic or functional curriculum. Students will learn how to administer, interpret and report in a nondiscriminatory manner: observations, work sample, task and error analysis, file review, inventories, diagnostic probes, checklists, rating scales, questionnaires, error analysis, curriculum based measurements and formal achievement tests. Emphasis is on screening, pre-referral, eligibility determination, instructional assessment with on-going evaluation (progress monitoring) and data-based decision making. Prerequisite: Admission to Teacher Education and SPED 389.

## **\*Special Note on Online Synchronous Courses**

For these “online synchronous” courses, students are required to join scheduled class times using ZOOM, as specified in the course notes. Students using ZOOM must have a headset with microphone and web-camera to connect with class remotely.

**Textbook/materials, headset with microphone and web-cam can be purchased from the Mayville State University Bookstore: [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).**