



**Mayville
State
University**

2015-2016 ACADEMIC CATALOG



MAYVILLESTATE.EDU | 800.437.4104



330 Third Street NE, Mayville, N.D. 58257-1299
800-437-4104 (toll-free) = 701-788-2301 (local) = 701-788-4818 (fax)
www.mayvillestate.edu
askus@mayvillestate.edu

Office of the President

Gary Hagen, Ph.D., President
Extension: 34754
Mary Trudeau, Executive Assistant
Email: mary.trudeau@mayvillestate.edu

Office of Enrollment Services

Information for new students, campus tours
Ray Gerszewski, Ph.D., Vice President for
Student Affairs and Institutional Research
Extension: 34842
Jim Morowski, Director of Enrollment Services
Extension: 34619
Email: james.morowski@mayvillestate.edu
Charlotte Anderson, Office Manager
Email: charlotte.anderson@mayvillestate.edu

Office of Admissions

Misti Wuori, Director
Extension: 34631
Freshman Admissions:
Mindy O'Connor
Extension: 34635
Email: mindy.oconnor@mayvillestate.edu
Transfer and International Admissions:
Apyrl Schreiner
Extension: 34763
Email: apryl.d.schroeder.1@mayvillestate.edu
Transfer Specialist and Articulation Agreements:
Connie Kaldor
Extension: 34721
Email: connie.kaldor@mayvillestate.edu

Office of Academic Affairs

Keith Stenehjem, Ed.D., Vice President for Academic Affairs
Extension: 34711
Ashley Madson, Administrative Assistant
Email: ashley.a.madson@mayvillestate.edu

Office of Academic Records

Registration, class schedules, transfer evaluation,
international P/DSO
Pam Braaten, Director
Extension: 34773
Email: pamela.braaten@mayvillestate.edu

Office of Extended Learning

Distance Education and Adult Learning
Misti Wuori, Director
Extension: 34631
Email: misti.wuori@mayvillestate.edu

Office of Financial Aid

Shirley Hanson, Director
Extension: 34767
Email: shirley.m.hanson@mayvillestate.edu

Office of Student Life

Matt Nelson, Director
Extension: 34697
Email: matthew.m.nelson@mayvillestate.edu
Adam Edwards, Assistant Director of Student Life/
Programming
Extension: 34822
Email: adam.edwards@mayvillestate.edu

Office of Business Affairs

Steven Bensen, Vice President for Business Affairs
Extension: 34757
Ashley Mooney
Accounts Receivable Technician
Email: ashley.a.mooney.1@mayvillestate.edu

Intercollegiate Athletics

Mike Moore, Athletic Director
Extension: 34706
Email: mike.moore@mayvillestate.edu

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Academic Calendar

August 2015						
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FALL SEMESTER, 2015

August 24	Orientation/Registration
August 24	Classes begin at 4:00 p.m. *
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 a record
September 7	Labor Day - no classes
September 9	Final bill payment
September 10	Application for graduation due for spring and summer (\$25 late fee beginning Sept. 11)
September 21	Enrollment census date
November 11	Veterans Day - no classes
November 13	Last day to withdraw from term or drop with record
November 26-27	Thanksgiving - no classes
November 30	Classes resume
December 14-18	Final Exam Week
December 21	Grades due at 12:00 noon

SPRING SEMESTER, 2016

January 11	Orientation/Registration
January 11	Classes begin at 4:00 p.m. *
January 12	First full day of classes
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 a record
January 27	Final bill payment deadline
February 8	Enrollment census date
February 11	Application for graduation due for summer and fall (\$25 late fee beginning Feb. 12)
February 15	Presidents Day - no classes
March 14-18	Spring Break
March 21	Classes resume
March 25-28	Easter Break - no classes
March 29	Classes resume
April 8	Last day to withdraw from term or drop with record
May 9-13	Final Exam Week
May 14	Commencement
May 17	Grades due at noon
May 30	Holiday - Memorial Day

SUMMER SESSIONS, 2016

Fast Track Sessions begin
Traditional 6-Week Session begins
8-Week Session begins
10-Week Session begins
First Five Week-Session begins
Second Five-Week Session begins

February 2016						
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General Information

History

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

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

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

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

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

Mayville State University has recently added majors in Medical Laboratory Science, Early Childhood Education, Communication, Special Education, Studies in Education, RN to BSN Nursing, and a Music Minor. Mayville State also has creative Bachelor of Applied Science degrees in Computer Information Systems and Business Administration. These programs allow seamless articulation for students who have earned an Associate of Arts (A.A.), Associate of Applied Science (A.A.S.), an Associate of Science (A.S.), or other Applied Associate degrees. The Bachelor of Applied Science degree in Business Administration; Bachelor of Arts degree in Early Childhood; Bachelor of Science in Education degrees in Elementary Education, Early Childhood Education, and Special Education; Bachelor of Science in Business Administration; Bachelor of Science in Mathematics; Bachelor of Science in Education in Mathematics Education; Bachelor of University Studies; Bachelor of Science in Nursing (RN to BSN) and Associate of Arts degrees in Business Management and Early Childhood are offered at a distance or online.

Mission

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

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

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

National Leadership in Technology

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

Administrative Organization

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

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

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

English Proficiency

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

Accreditation

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

Undergraduate Catalog Disclaimer

Catalogs and bulletins are prepared for the purpose of providing prospective students and other interested persons with information about the institution. The right is reserved to change any of the rules and regulations of the University without notice, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees is similarly reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the university. The official Mayville State University Academic Catalog is located on the MSU Web site at www.mayvillestate.edu.

Equal Opportunity Policy

Mayville State University is committed to providing equal education and employment opportunities to all persons, in compliance with all applicable federal and state laws and including appropriate affirmative action efforts. Mayville State does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, physical or mental disability, status due to receipt of public assistance, or any other group or class against which discrimination is prohibited. Inquiries concerning compliance may be directed to Mayville State University's Equal Opportunity Officer, Main Building, 330 Third Street NE, Mayville, ND 58257-1299.

Location

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

Campus Facilities

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

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

In 2011, the renovation of Agassiz Hall, MSU's largest residence hall was transformed to provide suite- and apartment-style living accommodations for students. In 2012, the science and library buildings had significant renovations completed with an which is the new home for the Division of Education and Psychology. In 2015, an addition will begin for HPER which will provide more and improved academic space.

Programs Offered

Baccalaureate Degrees

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

Teaching Majors *

Early Childhood Education (B.S.Ed.) †

Elementary Education (B.S.Ed.) †

Secondary Education Majors:

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

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

Composite in Social Science Education (B.S.Ed.)

English Education (B.S.Ed.)

Geography Education (B.S.Ed.)

Health Education (B.S.Ed.)

History Education (B.S.Ed.)

Mathematics Education (B.S.Ed.) †

Physical Education (B.S.Ed.)

Special Education (B.S.Ed.) †

* Certification for teacher education available for all teaching majors.

† Coursework in this major is also available at a distance

Non-Teaching Majors

Applied Psychology (B.A.)

Biology (B.S.)

Business Administration (B.S.) †

Business Administration (B.A.S.) †

Chemistry (B.S.)

Communication (B.A.)

Computer Information Systems (B.S.)

Computer Information Systems (B.A.S.)

Early Childhood (B.A.) †

English (B.A.)

† Coursework in this major is also available at a distance

Fitness and Wellness (B.S.)

Health (B.S.)

Mathematics (B.S.) †

Medical Laboratory Science (B.S.)

Nursing (B.S.N.) †

Social Science (B.A.)

Sport Management (B.S.)

Studies in Education (B.A.) †

University Studies (B.U.S.) †

Graduate Credit

Mayville State University offers graduate credit in the area of teacher education and library media and information science.

Minors

Accounting
Biology/Biology Education
Business Administration †
Chemistry/Chemistry Education
Coaching
Communication
Computer Information Systems
Developmental Adapted Physical Education
Early Childhood Education †
English/English Education
Fitness and Wellness
General Science †
Geography/Geography Education

† Coursework in this major is also available at a distance

Health/Health Education
History/History Education
Library Media and Information Science †
Mathematics/Mathematics Education
Music Education
Physical Education
Physical Science
Psychology/Psychology Education
Science for the Elementary Teacher †
Social Science/Social Science Education
Sociology
Special Needs †
Sport Management

Two-Year Associate of Arts Degree (minimum of 64 s.h.)

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

† Coursework in this major is also available at a distance

Certificates

Emergency Response Certificate of Completion
Plasmid Science Certificate of Completion
Title I Certificate of Completion †

Professional Program Information

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

Chiropractic
Criminal Justice
Dentistry
Engineering
Law
Medical
Medical Laboratory Science

Mortuary Science
Nursing
Optometry
Pharmacy
Physical Therapy
Veterinary Science

Dakota Nursing Program

Licensed Practical Nursing and Associate Degree Nursing programs are available on the Mayville State campus in collaboration with the Dakota Nursing Program and Lake Region State College. MSU provides the prerequisites for the nursing program. DNP graduates may seamlessly transfer into MSU's online RN to BSN program.

Student Admissions

Admissions Procedures

Submit an application online

1. Go to the Mayville State University web page at www.mayvillestate.edu. Click on **Apply Now**. You will be prompted to create an account to begin the application process. Follow the instructions and steps of the application process as prompted.

When you get to the end of the online application, you can select “Pay by credit card” or “Send check” for the required \$35 application fee.

If you have any questions with the application process, please call the Admissions Office at 701-788-4635.

2. **If you will be a freshman, request that your official high school transcript be submitted directly from your high school or testing center to the Admissions Office.** If you have an official GED Report, have both the GED Report and your official high school transcript sent directly to the Admissions Office. The initial high school transcript should be complete through the end of the junior year and followed by a final transcript upon completion of all high school requirements. An admissions decision will be made with a sixth or seventh high school semester whenever possible with the understanding that a final academic transcript will be submitted upon graduation. A final high school transcript must show the date of graduation and be signed by an official at the high school. If the final transcript is not received by the first week of the student’s attendance, subsequent registrations may not be allowed and students will not receive federal financial aid until a final official transcript is provided. All freshman applicants graduating from high school in 1993 and thereafter must verify that core curriculum requirements have been met in order to be admitted to the University.

If you will be a transfer student, request your official college transcripts be submitted directly to the Admissions Office. If you are currently attending another college or university, an in-progress official transcript will be used for Admission with a final transcript required after grades and/or degree are posted. **NOTE:** Failure to list all colleges, universities, technical, proprietary or other schools attended (beyond high school), whether or not credit was earned, may result in dismissal, loss of credit, or both.

3. **Submit official test results from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).** Applicants should take either test before high school graduation. High school counselors or principals should be contacted for information pertaining to registration and score reporting of these tests. MSU ACT code is 153212 and MSU SAT code is 6478. If 25 years of age or older, applicants may receive ACT or SAT exemption status by virtue of age, previous college experience, or due to extenuating circumstances.
4. **Complete and return the University immunization form to the Admissions Office on or before beginning classes.** For anyone born after 1956, proof of immunization against measles, mumps and rubella (German measles) must be supplied by official documents. This is required for students enrolled in any on-campus class(es).

Effective fall 2012, all newly admitted students ages 21 and younger who are residing in campus housing must provide documentation that they received the Meningococcal disease (Meningitis) vaccination within the last five years.

5. **Complete the online housing application (<http://www.mayvillestate.edu/prospective-students/campus-living/housing/housing-application/>).** Residence hall requests are granted on a first-come/first-served basis.

Documents are considered official if they come to Mayville State directly from the issuing institution or agency. Student copies are not considered official.

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

Admission Types

First Year (freshman) Student: A student who has not attended a post-secondary institution since graduating high school or GED completion and is planning to be degree seeking. The student will still be considered a freshman if enrolled in college level coursework while still attending high school.

Transfer Student: A student who has attended one or more post-secondary institutions (after high school graduation) other than MSU.

Collaborative Student: A collaborative student is a student who is earning a degree from Mayville State University, but taking courses at another North Dakota University System (NDUS) institution within the same term for financial aid purposes. Graduate level and correspondence courses are not eligible for a collaborative registration.

Collaborative students must meet the following criteria.

1. Admission to Mayville State as a degree-seeking student.
2. No negative service indicators preventing enrollment.
3. Enrolled in at least one course at Mayville State for the term.
4. Enrollment cannot exceed 18 SHs total for the term without appropriate approval.
5. Meet all pre-requisites as set by the provider institution.

For more information regarding the collaborative registration process contact the Extended Learning Office at OM 102 or 701-788-4763.

Early Entry Student: Through Mayville State's Dual Credit program, qualified high school students are able to enroll in specifically approved classes taught in their local high schools, or through interactive video or online. They receive "dual credit," both high school and university credit for their work. Credit earned under this program will be applicable toward a degree at Mayville State and is generally transferable to other accredited colleges and universities.

A high school student enrolled in grades ten, eleven or twelve who has received permission from his or her school administrator may be eligible for enrollment in a Mayville State dual credit course. High school counselors and teachers may advise students regarding their academic readiness to participate in dual credit courses, and only those students who are academically ready should enroll in a dual credit course.

Students enrolling at Mayville State University in courses eligible for dual credit must follow the admissions processes established by the North Dakota Department of Public Instruction, the North Dakota University System, and Mayville State University. High school sophomores, juniors, or seniors with a 3.0 or higher cumulative grade point average and permission from a school administrator are eligible to enroll in courses at Mayville State University which are accepted as dual credit by the high school where the student attends.

Under North Dakota University System Policy 402.1.1., effective Fall 2012, dual credit students enrolling in ENGL 110 College Composition I will be required to have an ACT English sub-test score of 18 or higher or an equivalent approved assessment. Additionally, effective Fall 2012, dual credit students enrolling in MATH 103 College Algebra will be required to have an ACT Mathematics sub-test score of 21 or higher or an equivalent approved assessment. While a 3.0 minimum GPA is required for dual credit enrollment, approved placement scores per North Dakota University System Policy 402.1.1. may supersede the GPA requirement for ENGL 110 College Composition I and MATH 103 College Algebra only.

For more information on the dual credit registration process contact the Office of Extended Learning at OM 102 or 701-788-4635.

Early entry students interested in taking MSU courses not eligible for dual credit will need to submit a letter from the high school principal or superintendent allowing enrollment in college courses prior to high school graduation

For more information contact the Admissions Office at OM 102 or 701-788-4667.

Graduate Student: In order to enroll in graduate courses at Mayville State University the student must have a Bachelor's degree and be admitted to MSU as a graduate student.

For further information on course offerings, please contact the Division of Education and Psychology at 701-788-4827.

For further information on applying to Mayville State as a graduate student, please contact the Office of Admissions at OM 102 or 701-788-4763.

STUDENT ADMISSIONS

Non Degree Student: A student who does not intend to earn a degree from MSU but would like to enroll in a course or courses. A non-degree student may take one or more classes either on campus or online for personal interest, to transfer to another college or university or to apply to teacher licensure requirements after graduation. For more information on the application process, contact the Admissions Office at OM 102 or 701-788-4667.

Non-degree students are not eligible for federal financial aid programs but may be eligible for private or alternative loans. Please contact the Financial Aid Office for more information.

Returning Student: A student who has previously taken classes from and/or graduated from MSU. A returning student must submit a new application for the new entry term and submit official transcripts from any institution attended after leaving Mayville State along with any other official documents not previously submitted.

Freshman Requirements

Graduates of approved United States high schools are admitted to the University upon presentation of an official high school transcript and official ACT or SAT test scores. Graduates of non-approved high schools must present an official report of the General Education Development Test (GED). GED overall score requirement is 450 with a minimum of 410 on each exam for exams taken through fall 2013, with at least a 150 on each module and a total score of 600 for GED exams taken after January 2014. Freshmen applicants with less than a "C" or 2.00 grade point average may be accepted on academic probation.

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

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

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

Students who have not taken the required high school courses may be admitted to a provisional baccalaureate program. Contact the Office of Admissions for further information.

Transfer Student Requirements

In addition to the application for admission, students transferring from another college or university must submit: 1) a complete and official transcript of all college credit earned from each institution attended; 2) an official high school transcript if earned less than 24 college semester hours ([Policy M402.2](#)), and; 3) official ACT or SAT test scores if less than 24 semester hours of college course work has been completed. If the Office of Admissions has not received such documentation by the fourth week of the student's attendance, registration may be terminated.

Transfer applicants who have completed 24 or more semester or 36 or more quarter hours of credit toward a degree program shall be admitted to Mayville State if ([Policy M402.4](#)):

- They are in good standing [not on dismissed or suspended status] at their most recent institution attended.
- Present a cumulative grade point average of 2.0 on a 4.0 scale computed on all transferable work attempted at all colleges and universities previously attended.

Transfer students must meet the above academic standards for admission to the University. The applications of transfer students who are subject to an existing suspension order by another institution or who fail to meet the above standard for admission will be denied admission and given the right to appeal before the Admissions and Academic Standards Committee. The Committee may impose special conditions of admission for transfer students who fail to meet the academic standards.

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

Transfer Credit Policy

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

The Director of Academic Records evaluates transfer credits according to Curriculum Committee approval and in consultation with appropriate faculty. Course equivalencies and course substitutions are reviewed by the appropriate division chairperson.

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

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

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

Transfer students may consult with the appropriate Division Chair in an attempt to more precisely define equivalencies or identify appropriate substitutions. If a substitution is found, the Request for Substitution or Waiver of Academic Requirements form will need to be completed and returned to the Office of Academic Records.

The North Dakota University System (NDUS) has developed a general education transfer agreement to assist students who transfer within the NDUS. For further explanation of this agreement, see www.ndus.edu/students/transfer-within-to-campuses/.

Minnesota transfer students with an Associate of Arts degree who have completed the Minnesota Transfer Curriculum would be exempt from additional lower-division essential studies courses unless the degree program requires lower division essential studies courses. Students who have completed an AS degree may have met North Dakota lower division general education requirements, but must provide the receiving North Dakota institution with an official transcript indicating such completion, as not all MnSCU AS degrees require MTC completion. For further explanation of this agreement, see www.ndus.edu/students/exchange-reciprocity-programs/.

Total hours earned and the grade point average from all transfer institutions are entered on the Mayville State University official transcript and are calculated for a cumulative grade point average, however, transfer courses do not appear on the MSU official transcript.

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

Courses deemed below college level, including, but not limited to, developmental English, Math or Reading, are not accepted in transfer.

See "Academic Information" section of this catalog for institutional requirements and institutional graduation requirements.

International Student Admission Requirements

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

1. Submission of an application for admission, a non-refundable application fee of \$35.00 and a \$100 administrative processing fee. International transfer students who are attending other colleges in the United States may have the \$100 administrative processing fee credited to their tuition and fee charges if there are no costs incurred for overseas documents.
2. An applicant with international coursework is defined as any applicant who has credit from a high school not in the U.S. or a college/university not regionally accredited in the U.S.
3. Only official post-secondary transcripts may be used for admissions purposes or for the evaluation of credit to be transferred. In order to be official, a transcript must meet any of the following criteria:
 - a. The transcript has arrived in an envelope sealed by the issuing institution; or
 - b. The transcript has arrived or been accessed via a secure electronic transcript exchange (not e-mail, not fax) of which Mayville State is already a member; or
 - c. The transcript is a copy attested by the issuing institution as shown by an attestation stamp; or
 - d. The transcript arrives as a photocopy attached to a credential evaluation performed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Evaluation Services or a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE); or
 - e. The transcript has been provided by an official organization administering U.S. State Department sponsored fellowships, or international student exchange programs.
4. All international transcripts and credentials must be in English or accompanied by an official English translation and evaluated before they are used for admission purposes. Such an evaluation is the sole responsibility of the applicant, and it must be performed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Evaluation Services, a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Some evaluations of transcripts and credentials from specific countries may be completed by trained admission staff.
5. An applicant whose native language is not English is required to demonstrate proficiency in the English language. Proficiency for admission purposes is demonstrated by any of the following (or a combination of the following):
 - a. At least two years of study, in good standing, at a U.S. high school or regionally accredited U.S. college/university; or
 - b. At least two years of study, in good standing, at a post-secondary institution with English as the language of instruction; or
 - c. A degree or diploma from an institution in which English was the language of instruction; or
 - d. A U.S. General Education Diploma (GED) administered in English; or
 - e. College Composition I and College Composition II, or equivalent courses, with a grade of 'A' or 'B' from a regionally accredited U.S. postsecondary college and/or university; or

- f. Any of the placement scores on the ACT, SAT, PLAN, COMPASS and/or ACCUPLACER for English:
 - i. ACT English sub test of 18 or higher
 - ii. PLAN English sub test of 15 or higher
 - iii. SAT Writing of 430 or higher
 - iv. COMPASS Writing Skills of 77 or higher
 - v. ACCUPLACER Write Placer of 5 or higher
 - g. The Test of English as a Foreign Language (TOEFL), with a minimum internet-based test (iBT) score of 68 (or paper-based test score of 523); or
 - h. The International English Language Testing System (IELTS), with a minimum score of 6.0; or
 - i. The Pearson Test of Academic English (PTE-A) with a minimum score of 50; or
 - j. The Michigan English Language Assessment Battery (MELAB) with a minimum score of 55; or
 - k. Completion of an official ELS course at levels 112 or above.
- 6. If English is the official language of the applicant's home country, SAT/ACT scores are required. If 25 years of age or older, applicants may receive ACT or SAT exemption status by virtue of age, previous college experience, or due to extenuating circumstances. In these cases, competency in English for purposes of course placement will be determined by a review of the academic records submitted by the student and completion of the ACT COMPASS or comparable instrument.
 - 7. International students who transfer from another American college are subject to the same admission standards that govern other transfer students. If they have 24 or more credits from another American college, with a minimum 2.00 CGPA, they are only required to submit transcripts of those college courses for evaluation and determination of admission status. If they have less than 24 credits, their admission status is that of an entering freshman and is based on their high school record. In those cases, they must submit high school transcripts, TOEFL or IELTS scores or other measures of English proficiency (if from a country in which English is not the official language), and ACT/SAT scores if they are from Canada or a country where English is the official language.
 - 8. A new international student will be required to complete an interview process with the International Student Academic Coordinator once they arrive on campus. The purpose of this interview is to determine the international student's English speaking skills and their advising and academic support needs.
 - 9. International students who are graduates of American high schools and who apply for admission will follow normal procedures for high school applicants; i.e. submit evidence of completion of the College Prep courses, ACT/SAT scores and proof of graduation.
 - 10. Evidence verifying adequate financial resources to provide for all expenses (tuition, room/board, travel, etc.) while in the United States and during the entire period of time you expect to attend Mayville State, including vacation periods, must be provided before admission is granted. To meet this requirement, applicants must complete the International Student Financial Statement (available on the MSU web site) and return it to the Admissions and Extended Learning Office by April 1 for enrollment in the fall term, and by October 1 for enrollment in the spring term. If funding is expected from a sponsor who resides in the United States, the affidavit of support (I-134) will be required in addition to the Financial Statement. Financial statements must be current within six months of the first day of the initial semester and show sufficient funds for each academic year, and be accompanied by a letter from a bank official verifying those funds.
 - 11. All international students are required to maintain health insurance coverage from an approved carrier while in attendance at any state university in North Dakota. A health insurance policy selected by the State Board of Higher Education or approved by Chancellor of the university system is required. Requirements for the payment of premiums for International Student Health Insurance are specified in institutional Policy 505 - International Student Health Insurance.
 - 12. Residents of certain foreign countries who enroll at Mayville State University must provide documentation of TB skin testing. Such TB skin testing must be conducted by a recognized physician or health care official within the United States and should be completed during the first month of enrollment. New international students from all countries, except those classified by U.S. Health Officials as "low risk for tuberculosis" are subject to this requirement for TB skin testing. The Student Affairs Office will maintain a list of countries that are in this "low risk" category.

13. Any international student enrolled in an on-campus course offered for credit at Mayville State University must provide documentation of immunity against measles, mumps, and rubella and meningococcal disease in accordance with NDUS policies and procedures.

Documentation of immunity for measles, mumps and rubella means:

- a. Evidence of two doses of measles, mumps, and rubella vaccine no less than one month apart from a licensed physician or authorized representative of a state or local health department;
- b. Proof of a positive serologic test for measles, mumps and rubella; or
- c. Proof of date of birth prior to 1957.

Newly admitted students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal disease by one of the following:

- d. evidence of at least one dose of meningococcal conjugate vaccine in the five years prior to enrollment, or
 - e. evidence of two doses of meningococcal conjugate vaccine administered at age 10 or older and at least eight weeks apart.
14. After all the above documents and payments have been received and reviewed, the applicant will be notified of their acceptance.

Canadian Student Requirements

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

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

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

International Students Enrolled in Online Classes

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

International SEVIS I-901 Fee

All international students need to pay the SEVIS I-901 fee that was mandated by Congress. This I-901 fee is in addition to the \$100 institutional administrative processing fee. To pay this I-901 SEVIS fee, go online at www.fmjfee.com. Information from the I-20 is needed to fill out the I-901 form. You must fill out the Form I-901 online (www.fmjfee.com) prior to visiting your local Western Union. Filling out the form online will generate a unique coupon number which you will need to validate and process your payment at Western Union. You cannot submit a payment via Western Union without the coupon number. You do not have to print the coupon to bring to Western Union; you just need the unique coupon number in order to submit your payment. If a third party is paying your I-901 Fee on your behalf, you will need to provide them with your coupon number to enter in the Account Number field of the Western Union Quick Pay/Quick Collect Form. This fee must be paid after receipt of the I-20 from Mayville State and before entering the United States.

Home Educated Student Requirements

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

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

OR

 - g. A GED may be accepted with an overall score of 450 and a minimum score of 410 on each exam, or exams taken through fall 2013, with at least a 150 on each module and a total score of 600 for GED exams taken after January 2014.
2. An official transcript issued by the local school district in which the student resides if the district provides such a document.
3. Official ACT or SAT test scores.
4. Immunization Form.
5. Campus Housing Application.

Financial Aid: A student who has been home schooled is eligible for financial aid if he or she can present documentation that the state in which the student resides considers the home-schooling to be the equivalent of a high school diploma.

Tuition and Fees

(Subject to change without notice)

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

The University employs financial aid crediting as a means of delivering student financial aid. Under this process, financial aid awards to a student are applied as credits to the student's account with the University, rather than being processed as payments to the student. After aid is credited, any balance owed by the student must be paid according to the general guidelines presented above. If financial aid credited exceeds the amount owed by the student, a check in the amount of the excess will be issued to the student and released when all balances from previous terms are paid in full. Late fees for non-payment may be assessed after 30 days.*

The following fees are required of all students:

(Tuition and fees reflect Fall 2015 amounts.)

Tuition (Per Semester)	12-18 Credit-Hour-Rate	Per-Credit-Hour-Rate
North Dakota Resident	\$ 2,465.04	\$ 205.42
Minnesota Resident.....	\$ 2,760.84	\$ 230.07

Reciprocity Rate for:

South Dakota, Montana, Saskatchewan, and Manitoba.....	\$ 3,081.24	\$ 256.77
MHEC**	\$ 3,081.24	\$ 256.77
WUE Residents***	\$ 3,697.44	\$308.12

Non-Residents:

International.....	\$ 6,581.52	\$ 548.46
All other US Residents and Canadian Provinces (not Sask., or Mant.)****	\$ 3,697.44	\$ 308.12

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

Technology Fee	\$ 370.50	\$ 30.88
Student Service Fee	\$ 288.25	\$ 24.02

This fee is allocated between University and student activities and organizations including athletics, Campus Center, Student Senate, and Wellness Center.

New Student Orientation I.D. Fee (one-time fee)	\$ 35.00	\$ 35.00
ConnectND Fee.....	\$ 66.00	\$ 5.50
NDSA Fee.....	\$ 0.36	\$ 0.03

Dual Credit.....\$116.00 per credit tuition/fees

Distance and Online Learning\$275.00 per credit tuition/fees

The distance and online learning tuition/fees is a flat rate, not dependent on residence. The tuition/fees flat rate is per credit and is not capped at 12 credits.

For on campus students, distance and online learning credits are not included in tuition and fee charges, but are an additional per-credit-hour rate.

* Interest rate for late fee is 1.75% per month SBHE policy 830.1.5

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

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

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

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

The following are Miscellaneous Fees:

(Assessed only as required.)

(All semester hour charges are based on student residency status.)

Application Fee	\$ 35.00
Non-refundable.....	Required of all new students, regular or special, who register for credit
Auditing Course Fees	One-half of regular semester hour charge
CLEP Service Fee (per course).....	\$ 15.00
Continuing Education Fee	\$ 50.00 - \$ 100.00
	Not to exceed the regular semester hour charge
Course Challenge Fee.....	Regular semester hour charge plus delivery charge of \$40.00 per semester hour
Non-refundable	
Independent Study	Regular semester hour charge and limited fee plus delivery charge of \$110.00 per semester hour
Course Fee	\$ 15.00 to \$145.00 per designated course
Life Experience Credit	
• FT student	50% in-state tuition
• Less than FT student	50% in-state tuition plus life experience fee of \$34.99 per credit hour
Deferred Payment Agreement.....	\$50.00
Non-refundable	
Re-enrollment Fee.....	\$100.00

Board and Room

(Subject to change without notice.)

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

BOARD (Per semester)

5-meal/7-day board contract	\$ 884.00
10-meal/7-day board contract	\$ 1,768.00
14-meal/7-day board contract	\$ 1,879.00
Cash Plan	\$ 500.00

ROOM (Per semester)

Suite (Agassiz)	\$ 1,609.00
Apartment (Agassiz)	\$ 1,934.00
Single (Birkelo, Berg).	\$ 1,536.00
Double (Birkelo, Berg)	\$ 1,073.00
Deposit non-refundable	\$ 50.00
Residence Hall Association Fee	\$ 5.00

Withdrawal Due to Non-payment of Tuition and Fees

(Subject to change without notice)

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

Refund Policies

(Subject to change without notice)

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

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

Percent of Enrollment	Tuition and Fees	Percent of Enrollment Period – Weeks of the Regular Term Charges	Room and Other Charges	Board Charges
Period Completed (actual calendar days including weekends)	Unearned		Unearned	Unearned
0 – 8.999%	100%	1	95%	95%
9.000% - 34.999%	75%	2	90%	90%
35.000% - 59.999%	50%	3	80%	80%
60.000% - 100.000%	0%	4	75%	75%
		5	70%	70%
		6	65%	65%
		7	60%	60%
		8	50%	50%
		9	45%	45%
		10	40%	40%
		11	0%	30%
		12	0%	25%
		13	0%	20%
		14	0%	10%
		15	0%	5%
		16	0%	0%

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

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Education Opportunity Grant
7. Other Title IV Programs

Fees

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

Board and Room

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

North Dakota Tuition Residency Information

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

A “resident student” for tuition purposes means:

1. A person whose custodial parent, guardian, or parents have been a legal resident of North Dakota for twelve months immediately prior to the beginning of the academic term;
2. A person eighteen years of age or older who has been a legal resident of North Dakota for twelve months immediately prior to the beginning of the academic term;
3. A person who graduated from a North Dakota high school;
4. A full-time active duty member of the armed services or a member of a North Dakota National Guard unit;
5. A spouse or a dependent of a full-time active duty member of the armed services or a member of a North Dakota National Guard unit;
6. A spouse or dependent of an employee of any institution of higher education in the state;
7. The spouse of any person who is a resident for tuition purposes;
8. Any other person who was a legal resident of this state for at least three consecutive years within six years prior to the beginning of the academic term; or
9. A child, spouse, widow, or widower of a veteran as defined in NDCC section 37-01-40 who was killed in action or died from wounds or other service-connected causes, was totally disabled as a result of service-connected cause, died from service-connected disabilities, was a prisoner of war, or was declared missing in action.

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

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

Financial Aid

Determining Financial Needs

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

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

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

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

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

Applying for Financial Aid

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

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

The identification code number for Mayville State is: 002993

3. If help is needed in completing the FAFSA, ask your high school counselor, principal, or call the Financial Aid Office. The FAFSA or renewal application will be easier to fill out with a copy of the completed tax return for reference.
4. When filling out the FAFSA, application is made automatically for all of the federal programs. Students may have the results of the processed FAFSA sent to up to ten (10) schools or agencies.
5. The Student Need Analysis Service uses the Federal Needs Analysis Methodology Formula to calculate how much each student and his/her family can afford to contribute. One week after the FAFSA is processed, a notice will be sent to the student by e-mail instructing you to review the processed FAFSA information on a Student Aid

Report (SAR) at www.fafsa.ed.gov. The information should be checked carefully and any necessary corrections made. If corrections are made, the SAR must be reprocessed. The schools designated on the application will receive information at about the same time that the student receives his/hers.

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

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

Estimated Student Budget

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

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

2014-2015 Academic Year (Two Semester) Estimated Budget

North Dakota Resident		All other states and provinces not listed	
Tuition	\$ 4,810	Tuition	\$ 7,215
Comp. fees/Student fees	\$ 1,679	Comp. fees/Student fees	\$ 1,679
Room	\$ 3,066	Room	\$ 3,066
Board *	\$ 3,386	Board *	\$ 3,386
Books/Supplies	\$ 1,000	Books/Supplies	\$ 1,000
Pers/Misc./Transportation	\$ 3,100	Pers/Misc./Transportation	\$ 3,100
Total	\$ 17,041	Total	\$19,446
Minnesota Resident		International except Canada	
Tuition	\$ 5,387	Tuition	\$12,842
Comp. fees/Student fees	\$ 1,679	Comp. fees/Student fees	\$ 1,679
Room	\$ 3,066	Room	\$ 3,066
Board *	\$ 3,386	Board *	\$ 3,386
Books/Supplies	\$ 1,000	Books/Supplies	\$ 1,000
Pers/Misc./Transportation	\$ 3,070	Pers/Misc./Transportation	\$ 3,100
Total	\$17,002	Student Health Insurance	\$ 625
SD / MT / MHEC** / Man. / Sask. Resident		Total	\$25,698
Tuition	\$ 5,805	Living with parents	
Comp. fees/Student fees	\$ 1,709	Tuition	\$ 4,810
Room	\$ 2,922	Comp. fees/Student fees	\$ 1,679
Board *	\$ 3,100	Room	\$ 3,700
Books/Supplies	\$ 1,000	Board *	\$ 0
Pers/Misc./Transportation	\$ 3,100	Books/Supplies	\$ 1,000
Total	\$17,618	Pers/Misc./Transportation	\$ 3,100
		Total	\$14,289

Federal Work Study

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

Married or Single Independent Students

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

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

Financial Aid Satisfactory Progress Policy

Introduction

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

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

Satisfactory Progress Policy

To be eligible to receive Title IV funds, institutional scholarships and waivers (except for scholarships based on participation in athletics or extracurricular activities such as music), state and federal funds, the student must be in good academic standing and must be making satisfactory progress toward the completion of a degree. The following measures have been established as grade point average and Pace standards indicating satisfactory progress toward a degree. These standards apply to all enrolled students, both aid and non-aid recipients.

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

Students on warning who attain at least a 2.00 term GPA but remain below the required 2.00 cumulative GPA will be on a plan of study (POS) status until the term and cumulative 2.00 GPA has been met.

"All" students must attain a minimum 1.00 term GPA or face automatic academic suspension. If reinstated by the Academic Standards Committee, these students will be placed on a financial aid warning for one semester.

Pace standards requires all students to complete a minimum of 67% of the credit hours attempted cumulatively and per term. A student on financial aid warning, probation, or plan of study must complete a minimum of 67% of the hours attempted each semester to avoid financial aid disqualification. However, on a semester basis, ALL students must complete a minimum of 25% of the total hours attempted or face immediate financial aid disqualification for future semesters. The minimum 25% requirement includes students that have officially withdrawn during the semester.

Pace standards includes a maximum time frame allowed for financial aid eligibility. The maximum time frame for completion of a student's degree program must not exceed 150% of the published length of the program. Credits earned at other accredited post-secondary institutions will apply toward the maximum number of credits allowed. Changing majors, degree programs, or pursuing a second degree will not exclude previous attempted credits when determining maximum credits attempted.

Additional Standards used to Evaluate Satisfactory Progress:

- A. All students, including transfer students, enrolling at Mayville State University for the first time will be assumed to be making satisfactory progress.
- B. Cumulative credit hours attempted for each academic year will be a total number of hours a student is registered for on the last day to add a class for each academic semester.
- C. Student must be making satisfactory progress according to the requirements of the policy PRIOR to receiving financial Aid.
- D. Credit hours completed with a grade of "D" or better, or "S" if attempted on a Satisfactory/Unsatisfactory basis, will be used to calculate hours earned.
- E. All consortium and collaborative courses will be included in the evaluation of financial aid satisfactory progress. .
- F. Grades of Failed (F, FN, FNN), Unsatisfactory (U, UN, UNN), Incomplete (I), Withdrawn (W) and Not reported (NR) count as credits attempted but not completed and will be applied towards the maximum number of credits attempted.
- G. Courses that are repeated will count in the calculation of hours attempted and completed hours earned. The most current grade received for a repeated course is used in the calculation of term and cumulative GPA.
- H. Noncredit remedial courses will be included in the satisfactory progress Pace standard and GPA evaluation. In-completes or grade changes will be considered when evaluating satisfactory progresss if notified by student that an update has occurred or they are actively pursuing the completion of an incomplete course.
- I. Courses taken for audit only or life experience credit will not be considered for aid.
- J. Any student who withdraws from the University because of extenuating circumstances (such as lengthy and serious illness, family emergencies, legal or emotional reasons)thus fails to make satisfactory progress may appeal to reestablish financial aid eligibility. All students may appeal.

Evaluation

To determine each student's eligibility status at the completion of a semester, the GPA standard will be reviewed by the Vice President of Academic Affairs. The Financial Aid Office will perform a quantitative review of academic records at the completion of each semester (fall, spring, and summer). All students who fail to meet the GPA standard or the quantitative standard of satisfactory progress will receive notification regarding financial aid warning or financial aid disqualification. All students who have not previously received financial aid will also receive notification at the time they are placed on financial aid disqualification so that they are aware of their statusshould they decide to apply for aid at a later date. All students have access to their statuses by accessing their self service information on the Mayville State University website through Campus Connection.

Warning

A student who is on academic/financial warning due to GPA must bring his/her cumulative grade point average up to the required level during the next semester or he/she may be disqualified from financial aid. A student who is on financial aid warning due to quantitative hours (Pace) must bring his/her cumulative quantitative requirement up to 67% during the next semester or he/she will be disqualified from financial aid. The student is eligible to receive financial aid with a warning status. All students placed on a financial aid warning must visit with the Director of Financial Aid about their status before any federal financial aid funds will be disbursed to the student's account.

Plan of Study (POS)

A student may be placed on a plan of study status if the Financial Aid Committee approves the student's appeal and determines that it will take the student longer than one semester to meet the cumulative 2.00 GPA and 67% completion requirements. The POS is a plan of study that has been developed by the student and their advisor. In some cases the Financial Aid Committee will require a form of POS by requiring a higher term GPA and/or percentage of completed credits. The student remains eligible to receive financial aid under this status if he/she follows the POS.

Probation

A student who has a successful appeal will be placed on financial aid probation for one term only. If the student fails to meet the requirements of the probation status as determined by the Financial Aid Committee, the student will be disqualified from financial aid for the future.

Disqualification

Any student failing to meet the standards of this policy will be ineligible to receive financial aid until a successful appeal has been made.

Re-establishing Eligibility

Any student dropped from consideration for financial aid per the provisions of this policy may appeal to the Financial Aid Director and be considered. Students who are determined ineligible to receive financial aid are encouraged to remain in school in order to re-establish their eligibility by attaining the required minimums of 2.00 cumulative GPA and 67% cumulative Pace standards.

Appeal

A student who has been placed on financial aid disqualification may appeal by submitting a written appeal to the Financial Aid Director. The written appeal must explain in detail and document the circumstances that impacted the student's academic performance. The student must describe what has changed and what he/she is doing to improve their academic performance. Students appealing the maximum timeframe must explain the reason for reaching the maximum number of credits allowed and include a POS of remaining courses and date of anticipated graduation.

If the appeal is denied, the student has the right to appeal in person to the Financial Aid Committee. The action of the Committee will be final.

Unofficial Withdrawal

Students who receive all failing or incomplete grades in a given semester are considered to have unofficially withdrawn from the university and are immediately placed on Financial Aid Disqualification without a warning period first. Federal regulations require that a refund calculation be done for all students receiving federal funds, unless we can document an official last date of attendance beyond the 60% point in one of the student's classes. Faculty are required to report a last date of attendance for all reported F and U grades. The calculation and return of these funds may result in the student owing a balance to the University. Pell recipients whose class activity cannot be verified may have to pay back all or a portion of their grant funds.

Cooperative Education/Internship

Students registered through an Internship 497S course, and employed in a full-time internship position, as documented, are granted full-time equivalent student status by the University, and are eligible for all financial aid for which they qualify.

Federal, State, and Local Programs

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

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

Federal Pell Grant Program

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

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

For the 2013-2014 academic year awards ranged from \$596 to \$5,645 based on need and federal allocation of funds.

Teacher Education Assistance for College and Higher Education Grant (TEACH Grant)

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

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

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

Federal Work Study Program (FWS)

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

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

Federal Perkins Loan

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

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

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

Federal Direct Subsidized Loan

Federal Direct Subsidized Loans are government-subsidized loans available to students through the Department of Education.

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

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

A loan fee is normally charged to the borrower and is deducted from your loan amount before you receive it. At present this fee of 1.072% is subtracted from the total loan before the funds are disbursed.

Beginning July 1, 2013, all borrowers qualified for the fixed interest rate set at 3.86%.

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

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

Federal Direct Unsubsidized Loan

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

The interest rate is a 3.86% fixed rate.

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

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

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

The combined amounts borrowed under the Federal Direct Subsidized and Federal Unsubsidized programs cannot exceed the maximum annual levels of \$5,500 for freshmen, \$6,500 for sophomores, and \$7,500 for juniors/seniors.

Unsubsidized loans are made throughout the United States and an origination fee of 1.072% is deducted from each disbursement to cover origination/insurance premiums.

Additional Unsubsidized Stafford Loan

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

Federal Direct Parent Loans for Undergraduate Students (PLUS)

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

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

A loan fee is normally charged to the borrower and is deducted from the loan amount before you receive it. At present, this fee of 4.288% is subtracted from the total loan before the funds are disbursed.

The interest rate is a fixed rate at 6.41%.

North Dakota State Student Incentive Grant (SSIG)

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

Currently the grants are for \$1,648 per year.

Student Employment

The office of Career Services & Internships coordinates the posting of on-campus and off-campus jobs for students. Available positions are posted online in the Mayville State Jobs Network. Student job seekers are expected to review those job postings, and apply for any of the positions by following the application instructions posted with each job. The application form for on-campus positions is available for download in the Jobs Network and the campus website student portal. Career Services also maintains a list of local community employers, and that list is also available in the Jobs Network and the student portal.

Some campus jobs may only be available to students with a work-study financial aid award, while many do not require a work-study award. Each posted job description will include minimum requirements to apply. Student jobs may range from a few hours up to 20 hours per week. Full-time student employment is available on a limited basis during the summer. The wage scale is typically at the federal minimum wage, but may increase at each department's prerogative depending on skills required, longevity with the position, and departmental funds available. Department budgets for all student employment, including those funded by federal work-study, are managed at the department level.

Gabriel Brown Trust Fund

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

North Dakota Department of Vocational Rehabilitation

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

Veterans Program

Information about available veterans benefits may be obtained in the Admissions Office or by calling the Veteran's Administration toll free information number:

1-800-827-1000.

National Guard Waiver of Fee Program

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

Return of Title IV Funds Policy

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

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

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

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

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

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

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Education Opportunity Grant
7. Federal TEACH Grant
8. Federal Iraq and Afghanistan Service Grant

Scholarships

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

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

Scholarship applications and information are available on the Mayville State University Web site www.mayvillestate.edu/scholarship-application or by contacting the Enrollment Services office.

Student Services

Residence Halls

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

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

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

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

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

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

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

Under no circumstances should students acquire off-campus housing without first securing permission from the Director of Student Life.

The Office of Student Life will ascertain the residency status of each student and request documentation to verify a student's eligibility to live off-campus. Students who meet the above exemption conditions must first provide the necessary documentation before assuming an off-campus residence. Students who wish to seek an exemption from this on-campus housing policy should first contact the Director of Student Life. The Office of Student Life is located in Campus Center 103. Additional exemptions may be authorized by the Director of Housing based on guidelines established by the Residence Life Sub-committee, including students with specific medical or health conditions and students who will become 21 years of age during the term.

Students who are found to be in violation of the MSU Housing policy may be subject to fines and/or room charges. Students who do not qualify for an exemption to this policy may appeal to the Residence Life Sub-committee. Students who request an exemption to the housing policy must do so at least three weeks prior to the end of the semester. Failure to submit a request and required documentation will subject the student to room and board charges for the semester. Contact the Office of Student Life (Campus Center 103) for additional details.

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

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

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

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

All students living in the University's residence halls agree to comply with existing rules and regulations governing students' conduct and responsibility. These conditions are explained in the Student Handbook and the Residence Hall Handbook and are available at www.mayvillestate.edu/about-msu/reports-policies.

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

Family Housing

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

The Director of Student Life supervises all student housing. All requests for housing or questions concerning housing should be addressed to: Director of Student Life, Mayville State University, 330 3rd Street, Mayville, ND 58257-1299.

Child Development Programs

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

For information about the services provided by the CDP, please contact our office located in Birkelo Hall or call us at 701-788-4868. There is required paperwork for all programs and waiting lists for some. The services are open to all children and families in the Traill, Steele, Griggs, Nelson and Grand Forks counties.

The Child Development Programs prides itself in providing comprehensive high quality services to the communities within our service area and at Mayville State University.

Student Life

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

SAC, in coordination with Student Senate and other student organizations and advised by the Assistant Director of Student Life/Programming, is responsible for planning many of the social activities for students. Homecoming and Spring Fling events typically highlight a year full of opportunities for social gathering. Dances, movie nights, hypnotists, comedians, casino and karaoke nights are just a few of the well-attended activities planned by SAC and other organizations.

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

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

Orientation

University faculty and staff provide a comprehensive program for all new students. Students have the opportunity to participate in a special pre-registration program during the summer and prior to the beginning of fall term classes. They have the opportunity to take part in planned orientation functions including campus familiarization, academic advising, placement testing, early registration, housing assignments, and a variety of social activities. A distance student orientation is also available within the Moodle Learning Management System for all students enrolled in online and distance courses. The distance student orientation gives students an opportunity to familiarize themselves with the online class environment and learn key information about MSU online/distance programs.

First Year Experience and Learning Communities

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

Your advisor will be your instructor for the course so you will have numerous face-to-face opportunities to develop that relationship and receive guidance. UNIV 100 -Seminar on Success (SOS) is also available for online students.

Student Success Center

Developmental Instruction

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

Academic Support Services

Academic Support Services are available to any student who would like opportunities and resources to enhance his or her academic experience at Mayville State University. Services include: peer tutoring and traditional study groups.

Disability Support Services

Appropriate accommodations and disability-related services are available to students with documented disabilities. Students wishing to request services from DSS may call 701-788-4675 or stop in the Office of Student Success at CB 108E.

Counseling Services

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

Appointments for counseling may be made by contacting Counseling Services, located in CB 115, or at 701-788-4772.

Writing Center

The writing center helps students, faculty, and staff with their writing assignments at any stage of the writing process. We help writers with brainstorming, research, organization, paragraphing, style, editing, and documentation. The writing center serves writers of all abilities across the academic disciplines. On-campus students are encouraged to visit the center in the MSU Library and set up appointments in our online scheduler, available through MOODLE and the MSU Website. Online students can set up appointments by attaching their documents to the online form after reserving their appointment. For more information, contact Erin Kunz at erin.kunz@mayvillestate.edu and 701-788-5240, respectively.

Career Development

Career Services

Career Services, located in Classroom Building 115, offers a number of vital services to students, staff, and alumni. The office serves as a resource center for information and experiences that identify opportunities for making informed and responsible career decisions in a labor market characterized by economic, demographic, and technological change. Information is provided via printed materials, online resources, seminars, and one-on-one career advisement. Career Services and Internship staff also maintain the Mayville State Jobs Network, an online resource of full-time and part-time jobs, local jobs, campus jobs and internships. The Career Services and Internship staff also assists students with job-seeking skills including cover letter and resume development, interview techniques, networking strategies, career fair preparation and job-searching strategies. Distance and online students can access the same career services by calling Jay Henrickson at 701-788-4899.

Graduating seniors and alumni are offered various forms of assistance to help them find appropriate and satisfying employment or to seek opportunities for additional education. Career Services maintains an extensive web site at www.mayvillestate.edu/careers.

Internship

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

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

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

Employment can be: 1.) full-time – work full-time for a semester(s) or summer; 2.) part-time – usually a local job that is combined with full or part-time studies. There is no limit to the number of internships that a student may have.

STUDENT SERVICES

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

Student Employment

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

Bookstore

The Bookstore, for the convenience of students, staff, faculty, and the University community, is located in the Campus Center. The Bookstore provides all required course materials; both printed and electronic access textbooks; general interest books, imprinted sportswear and gifts; supplies and electronic accessories along with items for your residence hall or apartment. Commencement regalia and other graduation needs for both students and faculty are available at the Bookstore.

A student book buyback is held on campus during finals of each semester to aid in the availability of used textbooks for the students. We also offer an online buyback option through our Web site. Textbook requirements for all classes are posted and available on our Web site prior to the beginning of each semester.

COMET CASH is an option available to all students and employees. Contact either the Dining Services or Bookstore director for further information on this pre-paid option for your ID card.

Additional ordering information for all products and 24/7 online access to the Bookstore is available at www.mayvillestate-bookstore.com.

Byrnes-Quanbeck Library

The Byrnes-Quanbeck Library has a large physical collection of books, multi-media, and periodicals. Of particular interest may be the special collection of North Dakota materials and a growing DVD movie collection. The online catalog provides access not only of the Library's own collection but also to that of libraries throughout the country and world.

The Library also subscribes to a variety of databases and other online resources to bring you journals, books, and other resources in electronic forms that are available anytime, anywhere. On campus access to these resources is automatic. Off-campus access requires logging in with your MSU username and password.

With a seating capacity of 180, the Library is a great place for studying or for holding meetings. Small study rooms are available in a first-come, first-serve basis and the large "Quiet Room" can be reserved for any on campus meeting.

The library is also home to the MSU Writing Center, Teacher Center, and two Interactive Video Network Rooms.

Dining Services

The Mayville State University Dining Services is a daily operation located in the Emil Seim Dining Center and Comet's Landing snack bar in the Campus Center of Mayville State University. During the fall and spring semesters, brunch and dinner are available Monday through Sunday. The Comets Landing snack bar is open Monday through Fridays during fall and spring semester, plus the 6-week summer session.

Comet Cash is a prepaid option for your dining convenience.

Catering services are available for on campus.

Student Health Center

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

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

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

REMINDER: Student athletes are required to take a physical exam prior to involvement in their specific sport. Also, all students are required by state law to show proof of two measles-rubella immunizations upon registering for classes, and those residing in residence halls must have documentation of immunity against Meningococcal disease. International students from certain foreign countries are also required to provide proof of testing for tuberculin.

Veteran Education Counseling Services

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

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

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

STANDARDS OF PROGRESS:

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

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

Vocational Rehabilitation

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

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

SERVICES PROVIDED:

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

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

Student Code of Conduct

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

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

Drug Free Schools and Community Policy

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

As a condition of their employment or enrollment at Mayville State University, a student or employee will not engage in the unlawful manufacture, distribution, possession, or use of a controlled substance nor engage in the unlawful possession, distribution, or use of alcohol on University property or as a part of any University activity during the period of employment or enrollment. Furthermore, any employee or student of Mayville State University agrees to obey federal, state, and local laws relating to the unlawful possession or distribution of illicit drugs and alcohol, and abide by sanctions, which the institution may impose for violations of its standards of conduct, up to, and including termination or suspension. If an employee or student is convicted of an alcohol or drug-related offense occurring on campus, he/she must notify the institution within five days of such conviction.

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

Policy Information

In compliance with the Higher Education Amendments of 1998 and 2008 and consumer protection practices, Mayville State University provides information to current students and employees about the institution. In addition, all prospective students, prospective employees, parents of current and prospective students, and members of the general public may obtain this information upon request. Specifically, this information is supplied in compliance with the Drug Free Schools and Communities Act, The Campus Security Act, Title IX, and the Student Right to Know legislation. The following information is available at the MSU Website at the following address: <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/> or by referencing the cited university documents. It may also be obtained, upon request, in printed copy from the Student Services Office in Main 107 (Phone: 701-788-4842). Ray Gerszewski, Vice President for Student Affairs, is the designated university employee to contact for assistance in obtaining any of the following information:

Financial Assistance Information: A description of the financial assistance programs available, the application procedures, eligibility requirements, criteria for selection, criteria for determining the amount of an award, satisfactory progress standards, disbursement methods, loan terms, and the conditions and terms for employment provided as part of a student's financial assistance package. Available in the MSU catalog and from the Financial Aids Office.

Institutional Information: Refund policies, return of Title IV assistance, and requirements for students who withdraw from the institution. Also includes cost of attendance; academic programs, faculty and facilities; accreditation and licensure; special facilities and services for students with disabilities; contact persons for financial assistance and institutional information; and information regarding study abroad. Available in the MSU catalog.

Student Code of Conduct: Includes expectations for student behavior and the rights and responsibilities of all students. Also includes information about due process procedures for students who violate university and other rules and regulations. Available from the Student Services Office or the Student Handbook.

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

Institutional Security Policies and Crime/Fire Statistics: Includes a statement of current policies and procedures for students and others to report criminal actions occurring on campus and policies concerning the institution's response to those reports. Includes a statement of current policies concerning security of and access to campus facilities; a statement of current policies concerning law enforcement on campus; a description of the type of programs designed to inform students and employees about campus security procedures; and a description of the programs designed to inform students and employees about the prevention of crimes. Statistics concerning the occurrence on campus of criminal offenses reported to local police agencies or to any official of the institution are gathered and documented for the following crimes and incidents: murder, rape, robbery, aggravated assault, burglary, motor vehicle theft, hate crimes, and violations of campus liquor, drug and weapons possessions regulations. Fire safety in campus residence halls is also addressed, including fire safety measures and occurrences of fire incidents in these facilities. Policies and procedures for dealing with missing students who reside in campus housing, including appropriate notification methods are also outlined in this document. Available from the Student Services Office in the Campus Crime and Security Act Report.

Sexual Misconduct and Title IX Compliance Policy: Mayville State University strives to create a campus community free from interpersonal abuse including sexual misconduct. This policy is in compliance with federal law and is guided by the U.S. Department of Education, Office of Civil Rights. In accordance with Title IX, Mayville State University does not discriminate on the basis of sex in Mayville State's educational program and activities. Sexual misconduct is prohibited in all forms, regardless of intent to harm. Sexual assault, sexual exploitation, coercion and sexual harassment are examples of sexual misconduct, and all are prohibited. Also prohibited under Title IX is any rule violated on the basis of the recipient of the behavior's sex/gender which is severe enough to cause discriminatory effect. Available from the Student Services Office in the Sexual Violence Policies and Related Information report.

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

Equity in Athletics: Includes information about the number of male and female students enrolled at the institution; including the number of athletic participants for each team. Also includes the total operating expenses for each varsity team, the gender of each team's coaching staff, the amount of money spent on athletically related aid for male and female sports teams, the ratio of athletic aid awarded for male vs. female athletes, the amount of money spent on athletic recruitment, the total annual revenue generated by athletic teams, and the salaries of head coaches of all varsity teams. Available from the Student Services Office in the Student Right To Know – Equity in Athletes Report. Because of federal reporting requirements, this report may not be available until Oct. 30.

Family Educational Rights and Privacy Act: Includes the type of information maintained by the university on and for each student. Also designates individuals and offices who have access to specific pieces of information; specific data that is considered directory information; records not available to students; procedures for release of information; and material not considered to be part of a student's record. Available from the Records Office or the university catalog.

Student Concerns: Student concerns about specific issues should generally be addressed to the respective office or university employee for resolution. Following are specific processes that students should follow for prompt resolution of concerns:

- A. Students who have concerns about classroom related matters (including matters related to the instructor, teaching materials, methodology, classroom environment, physical facilities, or other matters resulting from normal classroom activities) should follow the following procedure:
 - 1. Discuss the situation with the instructor to see if resolution can be reached.
 - 2. If the problem is still not resolved, contact the instructor's Division chair for assistance.
 - 3. Situations still not resolved should be brought to the attention of the Vice President for Academic Affairs.

If the situation has not been resolved through this procedure, students may contact the President of the University for final resolution. Grade appeal processes are handled differently and are outlined in the Student Handbook.

- B. Students who have concerns about billings, business operations, institutional charges, etc. should contact Ashley Mooney or Laura Nelson in the Business Office in Main 108. Financial billing issues related to policy or university procedures should be directed to Steve Bensen, Vice President for Administrative Affairs.
- C. Students who have concerns about financial aid awards, scholarships, or the processing of financial aid should contact Shirley Hanson, Director of Financial Aid in Main 107. Issues related to financial aid policies or procedures should be directed to Ray Gerszewski, Vice President for Student Affairs and Institutional Research.
- D. Students who have concerns about their official admissions status or their academic standing should contact Pam Braaten, Director of Academic Records in Main 114. Issues related to admissions and academic standing policies should be directed to Keith Stenehjem, Vice President for Academic Affairs and issues related to admissions procedures should be directed to Ray Gerszewski, Vice President for Student Affairs and Institutional Research.
- E. Students who have concerns about specific student services; i.e. housing, food services, academic support, career development, student health services, counseling, student programming, or special services should first contact the director or professional in charge of that program. Concerns may also be addressed by Ray Gerszewski, Vice President for Student Affairs and Institutional Research.
- F. Student athletes who have questions or concerns about eligibility or athletic awards should contact the respective coach. Issues related to institutional or NAIA policies or institutional procedures should be directed to Mike Moore, Athletic Director.
- G. Students who have concerns about technology related issues; i.e. laptop, access to computing resources, etc. should contact the Help Desk in Main 105. Concerns about institutional policies and procedures related to the use of technology should be directed to Keith Stenehjem, Vice President for Academic Affairs.
- H. Students, parents or alumni who have questions or concerns about alumni status, alumni information or contributions to the university should contact the MSU Foundation Office.
- I. Students who have concerns about the condition of specific facilities or grounds should first contact the manager of that building or grounds area. Issues may also be directed to Dan Lorenz in Main Building (facilities operations) or Bob Kozojed in the Campus Center Building (custodial services).

In the event that a situation cannot be resolved through ordinary and normal procedures with the respective staff person or Vice President, students may contact the university president for final resolution.

Family Education Rights and Privacy Act of 1974

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

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

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

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

Directory Information

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

1. Name (all names on record)
2. Address (all addresses on record)
3. E-mail address (all electronic addresses on record)
4. Phone number (all phone numbers on record)
5. Weight, height and photos of athletic team members
6. Major/minor fields of study (all declared majors/minors)
7. Class level
8. Dates of attendance
9. Enrollment status
10. Names of previous institutions attended

11. Participation in officially recognized activities/sports
12. Honors and awards received
13. Degree earned (all degrees earned)
14. Date degree earned (dates of all degrees earned)
15. Photographic, video or electronic images of students taken and maintained by the institution

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

Records Not Available to Students

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

Release of Information without consent

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

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

Materials Not Included in Education Records

The following materials are not directly accessible to students:

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

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

Office of Academic Records

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

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

Educational Records

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

Information Technology

Official Communication

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

MSU E-Mail System

M1901.3

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

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

Help Desk Technical Support

The MSU Help Desk located in Old Main 105 provides technical support for computers, computer networking, and interactive video services. The MSU Help Desk is available for phone and walk-in support approximately 10 hours per day, Monday-Thursday and 9 hours on Friday. A North Dakota University System Help Desk provides additional phone support for approximately 16 hours per day, seven days per week, except holidays.

Web Portal

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

Learning Management System

All MSU classes use a Learning Management System (LMS) to enhance student learning. The LMS includes tools for syllabi, course handouts, announcements, group and private discussions, test administration, Internet links, and delivery of course content. The typical classroom course uses one or more of the tools, while totally online classes use most of the available tools. MSU's current LMS is 'Moodle.'

Software Licensing and Distribution

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

Internet Access to Electronic Library Subscriptions

Web based servers provide registered students with convenient access to nearly all of the subscription-based, electronic journals of the MSU Library. This service extends valuable library resources to online students and to students studying off-campus.

Campus Connection

Campus Connection is a North Dakota University System administrative computing service that provides all students with Internet access to class registration, class schedules, grades, fee statements, and financial aid award statements.

Interactive Video Services

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

Tablet Computers

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

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

All users participating in the Tablet initiative get a new computer every 24 months and software is upgraded annually. Tablet PC access includes Microsoft Office Professional (Word, PowerPoint, Excel, Access), Movie Maker (editing and DVD authoring), Antivirus, a computer carrying case, and a computer exchange service in case of damage or corruption. All MSU students participating in the Tablet PC initiative have the option to purchase the Tablet PC for \$1.00 upon graduation.

On-Campus IT Services

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

Network Connections

Tablet PCs can connect to the Internet via Ethernet or wireless. A fiber optic backbone network connects all buildings. There are approximately twice as many high speed, end-user, Ethernet connections as people. Wireless access points provide service throughout campus. Broadband connectivity is available off-campus from a variety of local Internet service providers.

IT Equipment Checkout

Digital video cameras, digital still cameras, and LCD projectors are available for periodic checkout from the Help Desk.

Academic Information

Academic Year and Units of Credits

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

The unit of credit is known as the semester hour credit and for face-to-face courses, one semester credit hour represents one 50-minute class period (lecture or structured student/faculty interaction) or 2-3 hours of laboratory session for each week of the semester. Three-credit classes normally run 50-minutes on Monday, Wednesday and Friday or 75-minutes on Tuesday and Thursday.

For online or distance courses, Mayville State University's academic units of credit are assigned according to the classification of the distance course:

- Type 1: Distance course sections taught synchronously with face-to-face sections with equivalent student learning objectives and expectations for student effort – The distance section is assigned the same credit hours as the face-to-face section.
- Type 2: Distance course sections taught asynchronously with face-to-face sections with equivalent student learning objectives and expectations for student effort – The distance section is assigned the same credit hours as the face-to-face section.
- Type 3: Distance courses not classified as Type 1 or 2 that share equivalent student learning objectives and expectations for student effort as face-to-face sections of the course – The distance section is assigned the same credit hours as the face-to-face section.
- Type 4: Distance courses not classified as Type 1 or 2 that do not have corresponding face-to-face sections for comparison – The academic division providing the course must document the expected level of student effort, expected student/faculty interactions, course assessment plan, and student learning objectives for the course. This information will be reviewed by the appropriate academic division, University curriculum committee and Faculty Senate for assignment of appropriate credit hours.

Definition of Course in Residence

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

Graduation Requirements

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

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

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

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

1. Candidates for the Associate of Arts degree must have earned a minimum of 64 hours and must also complete specific program requirements.
2. A degree is granted only to students who have earned at least 15 semester hours in residence.
3. Candidates must have a grade point average (GPA) of at least 2.00 for the general overall average, all credits applied to a degree program, and for all courses attempted.
4. All transfer students must complete a minimum of nine (9) letter-graded unduplicated semester hours of the coursework required for the major from Mayville State University.
5. Advisor and Division chair approval are required.
6. The student is solely responsible for making sure all graduation requirements are met.
7. Institutional requirements include HPER 100-Concepts of Fitness and Wellness (2 SH), CIS 112-Introduction to Word Processing (1 SH), CIS 114-Introduction to Spreadsheet Applications (1 SH), and CIS 118-Introduction to Presentation Graphics (1 SH).

Bachelor's Degree Requirements: (B.A. / B.S. / B.S.Ed. / B.U.S. / B.A.S.)

1. Completion of a minimum of 120 semester hours is required for a four-year degree. Thirty-six (36) semester hours must be in the upper-division courses (300-400) level. The credit hours must be distributed among the various subject matter fields in accordance with the program outlined for each degree and major/minor/specialization fields of study. Students are responsible to ensure coursework fulfills requirements for the major/minor/specialization in their designated degree. For additional Teacher Education Degree requirements, refer to the "Education" section of this catalog.
2. A degree is granted only to students who have enrolled at Mayville State University for a minimum of two semesters and who have earned a minimum of 30 semester hours in residence.
3. Candidates must have a minimum grade point average (GPA) of at least 2.00 in the essential studies core. All degrees require a minimum cumulative grade point average (GPA) of a 2.00. Some programs, including those leading to licensure in teaching and nursing, require a higher GPA and are detailed in program information located in this catalog.
4. Candidates must earn at least a 2.00 GPA for each major and minor field of study as well as any specialization area granted. (Some major and minor programs have a higher GPA requirement.)
5. All transfer students must complete a minimum of nine (9) letter-graded unduplicated semester hours of the coursework required for the major, and a minimum of six (6) letter-graded unduplicated semester hours of the coursework for the minor, specialization or concentration from Mayville State University.
6. Advisor and Division chair approval are required.
7. Four semester credits may be earned in each varsity sport towards graduation. Eight semester credits may be earned in each of these music courses: MUSC 127 Applied Lessons-Vocal, MUSC 128 Applied Lessons-Instrumental, MUSC 205 Jazz Ensemble, MUSC 210 Concert Band, and MUSC 215 Concert Choir. A total of 12 semester credits in these HPER and MUSC courses are allowed to fulfill graduation requirements.
8. Students pursuing a degree from Mayville State who already hold a baccalaureate degree from a regionally accredited institution must complete the essential studies program requirements for the specific major. The student must complete all requirements for the major and/or acceptance into the program. A minor or concentration will not be required for the additional degree from Mayville State University. If a minor, concentration, or specialization is desired and is to be placed on the transcript, at least six (6) letter-graded unduplicated semester hours of the coursework must be completed from Mayville State University.
9. It is strongly encouraged that students meet with their academic advisor each semester.
10. The student is solely responsible for making sure all graduation requirements are met.

Commencement

Candidates for graduation are encouraged to attend their commencement ceremony. The event is held once a year at the end of spring semester on the Saturday after finals week in the middle of May, at the Lewy Lee Fieldhouse. The ceremony honors the achievement of students who have completed an associates or baccalaureate degree program; no formal ceremony is offered for students completing certificates. Those candidates in attendance at the ceremony will receive a diploma cover. Diploma inserts will be sent to the address provided on the graduation application upon degree completion. It is the student's responsibility to ensure that this address is correct.

Early Participation Policy

Students may request to attend the spring commencement ceremony if they meet all of the following conditions:

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

Apply for early commencement participation through the Office of Academic Records at OM 114 or records@mayvillestate.edu.

Double Degrees and Second Degrees

Students must meet all major and minor requirements for each degree. A minimum of 30 unduplicated additional credits at the 300-400 level beyond the first degree toward each additional degree is required. The degrees may be earned concurrently (Double Degrees) or at different times (Second Degrees). For more detailed information contact the Registrar.

Double Major

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

Major/Minor Designation

Mayville State University allows students who have previously earned a four-year degree at another undergraduate university to pursue a Mayville State University major or minor. The department chair with assistance from the Office of Academic Records will evaluate transfer credit and verify all requirements have been met. The student must complete 30 semester hours at Mayville State (residency requirement). Nine (9) semester hours is the minimum required for a major and six (6) semester hours for a minor. Recording of the major or minor will be in the form of a comment on the student's academic transcript.

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

North Dakota University System General Education Requirement Transfer Agreement (or GERTA)

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

Common Course Numbers

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

Minnesota Distance Students

North Dakota University System is a public institution registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Transfer Students

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

Students who have completed an AS degree may have met North Dakota lower division general education requirements, but must provide the receiving North Dakota institution with an official transcript indicating such completion, as not all MnS-CU AS degrees require MTC completion.

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

Transfer Students from California, Montana, Oregon, South Dakota, Washington and Wyoming

Students who transfer to Mayville State University from the following states may have met lower division essential studies requirements. The North Dakota University System of which Mayville State University is a member, has articulated agreements with Washington State Community and Technical College, South Dakota University System, Wyoming Community College System, California Community College System, Oregon University System and the Montana University System.

A review of current requirements and states can be found at www.ndus.edu/students/transfer-within-to-campuses.

Essential Studies

Essential Studies Statement of Philosophy

Baccalaureate graduates at Mayville State University complete a program of essential studies consistent with the Liberal Education - America's Promise (LEAP) model developed by the American Association of Colleges and Universities. It empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture, and society). It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study and includes a demonstrated ability to apply knowledge and skills in real-world settings. Through technology-enriched instruction, students acquire basic knowledge in the behavioral and social sciences, the natural and physical sciences, mathematics, humanities, and the fine arts.

Essential Studies Program

Candidates for all baccalaureate degrees complete the Essential Studies program of the University. Essential studies are basic to the many learning experiences offered in higher education and aim to assist in the realization of the goals and purposes of the University. The Essential Studies program is intended to provide students a liberal education that encourages informed involvement in the changing world, an appreciation to different modes of learning, and an awareness of an integrated core of knowledge.

Essential studies covers areas of academic study which are deemed basic to a well-educated person. All students in the baccalaureate degree programs complete this program.

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

Under NDUS Policy 402.1.2, effective Fall 2012, the following placement scores are required for admission to ENGL 110-Composition I. Students with an ACT English subtest score of 18 or higher or transfer students entering MSU with a developmental writing course graded "C" or higher, may enroll in ENGL110. New students who do not demonstrate readiness for English 110 (ACT or Equivalent SAT of 14 or less) must complete ASC 086 prior to enrolling in English 110. New students with ACT or SAT equivalent scores of 15-17 may enroll in English 110 but must also enroll in an ASC 088 lab course at the same time. Neither ASC 086 or ASC 088 credits count towards graduation requirements, do not meet Essential Studies requirements and are not counted towards athletic eligibility. They do count towards full time status for financial aid purposes, however. Students without qualifying assessment scores must successfully complete ASC 086 prior to enrolling in ENGL 110. Additional chancellor-approved placement tests are listed in the matrix below.

Waive ENGL 110- College Composition I and placement in ENGL 120- College Composition II or ENGL 125- Business and Technical Writing:

ACT English subtest	27+	Test credit (3 SH "S" grade) granted.
SAT Writing	610+	
COMPASS Writing	99+	

For placement in ENGL 110- College Composition I:

ACT English subtest	18+
PLAN English subtest	15
SAT Writing	430+
COMPASS Writing	77+
ACCUPLACER WritePlacer	5

For placement in ENGL 110- College Composition I w/ ASC 088- English Composition Lab:

ACT English subtest	15-17
SAT Writing	380-420
COMPASS Writing	49-76

For placement in ASC 086- Preparatory English:

ACT English subtest	<14
SAT Writing	<370
COMPASS Writing	<48

Under Policy 402.1.2, effective Fall, 2013, the following placement scores are required for admission to MATH 103-College Algebra. Students with an ACT mathematics subtest score of 21 or higher or a transfer student entering MSU with a developmental mathematics course graded "C" or higher, may enroll in MATH 103. Students with a mathematics subtest score of 20 or less must complete the combination of ASC 091, 092 and/or 093 based on their ACT/SAT or COMPASS scores. These Algebra preparation courses do not count towards graduation requirements, do not meet Essential Studies requirements and are not counted towards athletic eligibility. They do count towards full time status for financial aid purposes, however. Students without qualifying assessment scores must successfully complete MATH 093 prior to enrolling in MATH 103. Additional chancellor-approved placement tests are listed in the matrix below.

Waive Math 103- College Algebra and placement into higher level math courses:

ACT Mathematics Subtest	28+	Test credit (3 SH "S" grade) granted.
SAT Critical Reading + Mathematics Subtest	1250+	
ACT COMPASS	79+	

For placement in MATH 103- College Algebra:

ACT Mathematics Subtest	21
SAT Critical Reading + Mathematics Subtest	990+
COMPASS Algebra	49+
ACT PLAN Math Subtest	116
ACCUPLACER Elementary Algebra	117

For placement in ASC 093- Algebra Preparation III:

ACT Mathematics Subtest	19-20
SAT Critical Reading + Mathematics Subtest	900-980
COMPASS Pre-Algebra	57+

For placement in ASC 092- Algebra Preparation II:

ACT Mathematics Subtest	16-18
SAT Critical Reading + Mathematics Subtest	770-890
COMPASS Pre-Algebra	34-56

For placement in ASC 091- Algebra Preparation I:

ACT Mathematics Subtest	<15
SAT Critical Reading + Mathematics Subtest	<760
COMPASS Pre-Algebra	<33

PLAN test scores may be used only by currently enrolled high school students for placement into college/university courses offered by an NDUS institution and are superseded by ACT, SAT, COMPASS, or ACCUPLACER placement scores.

Students who successfully complete a required developmental course or final course in a developmental sequence with a grade of "C" or higher that fulfills a pre-requisite for ENGL 110 or MATH 103 will be deemed to have met the pre-requisite to enroll in ENGL 110 or MATH 103. Students may request to retake a placement test to meet pre-requisite requirements for ENGL 110 or MATH 103.

ACT Reading and Science minimum subtests scores are associated with a 50% chance to earn introductory college courses grades of a "B" or higher and a 75% chance to earn a "C" or higher in introductory college courses; therefore, students are highly encouraged to meet at least the following minimum subtest scores for Reading and Science:

ACT subtest

Reading.....	21
Science	24

PLAN subtest

Reading.....	17
Science	21

SAT

Reading.....	NA
Science	NA

COMPASS

Reading.....	88
Science	NA

ACCUPLACER

Reading.....	85
Science	NA

ESSENTIAL STUDIES PROGRAM

English..... 6 hours	Mathematics..... 3 hours
ENGL 110-Composition I (3)	MATH 103-College Algebra (3)
ENGL 120-Composition II (3)	MATH 105-Trigonometry (2)
ENGL 125-Business and Technical Writing (3)	MATH 165-Calculus (4)
Speech..... 3 hours	Science (must include one lab science)..... 4 hours
COMM 110-Fundamentals of Public Speaking (3)	BIOL 111/111L-Concepts of Biology & Lab (4)
Computer Information Systems..... 1 hour	BIOL 150/150L-General I Biology I & Lab (4)
CIS 175-Information Literacy (1)	BIOL 151/151L-General Biology II & Lab (4)
Humanities..... 6 hours	BIOL 220/200L-Anatomy & Physiology I & Lab (4)
COMM 402-Intercultural Communication (3)	BIOL 221/221L-Anatomy & Physiology II & Lab (4)
ENGL 250-Literature in a Multicultural World (3)	CHEM 121/121L-General Chemistry I & Lab (4)
HUM 220-History of Music in a Multicultural World (3)	CHEM 122/122L-General Chemistry II & Lab (4)
OR	CIS 385 - Contemporary Multimedia Tools (4)
MUSC 200-Music in America (3)	GEOL 115/115L-Intro. Geology & Lab (4)
HUM 221-History of Art in a Multicultural World (3)	PHYS 110/110L-Intro. Astronomy & Lab (4)
SPAN 102-First Year Spanish II (3)	SCNC 101/101L-Natural Science & Lab (4)
Social Science..... 6 hours	SCNC 102/102L-Physical Science & Lab (4)
ECON 105-Elements of Economics (3)	Mathematics/Science..... 4 hours
ECON 201-Principles of Microeconomics (3)	PLUS four additional hours from the Mathematics or
ECON 202-Principles of Macroeconomics (3)	Science areas listed above.
GEOG 103-Multicultural World, Global Issues (3)	TOTAL 36 hours
HIST 101-Western Civilization (3)	
HIST 102-Western Civilization (3)	
HIST 103-U.S. to 1877 (3)	
HIST 104-U.S. since 1877 (3)	
PSYC 111-Introduction to Psychology (3)	
PSYC 332-Applied Psychology (3)	
SOC 110-Introduction to Sociology (3)	
SOC 355-Drugs and Society (3)	
PLUS three additional hours from the Social Science or	
Humanities area listed above.	

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

Institutional Graduation Requirements

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

Institutional graduation requirements are available online from Mayville State.

Fitness/Wellness Requirement

HPER 100 - CONCEPTS OF FITNESS AND WELLNESS (CCN) 2 S.H.

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

Information Technology Requirement

CIS 112 INTRODUCTION TO WORD PROCESSING 1 S.H.

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

CIS 114 INTRODUCTION TO SPREADSHEET APPLICATIONS 1 S.H.

A hands-on course in the use of basic spreadsheet application software. Student will demonstrate a required level of proficiency in the following skill sets: managing files, working with cells, formatting worksheets, page setup and printing, working with worksheets and workbooks, working with formulas and functions, and using charts and objects. Pre-req. Experience with input devices, Windows environment, and file management. F, S; S, SS online.

CIS 118 INTRODUCTION TO PRESENTATION GRAPHICS 1 S.H.

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

ACADEMIC STANDING

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

Early Alert System

Students who receive an alert through Drop Guard indicating a specific area needs improvement should immediately consult with the instructor and, in conference with the instructor, devise a course of action aimed at correcting the areas needing improvement.

Probation

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

Suspension

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

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

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

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

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

Transfer and returning students must meet the above academic standards for admission to the University. The applications of transfer and returning students who fail to meet this standard for admission will be reviewed and decided on by the Admissions and Academic Standards Committee. The Committee may impose special conditions of admission for transfer and returning students who fail to meet the academic standards.

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

Suspension Appeal

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

Armed Service Credit

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

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

1. Military service courses are given credit as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education (ACE).
2. AP, CLEP, and DSST subject standardized tests are accepted in some areas. For more information about these programs access this Web site: www.ndus.edu/students/earn-credit-by-exam.

Classification of Students

Regular Students

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

- Freshmen are those who have earned fewer than 24 semester hours.
- Sophomores are those who have earned 24 semester hours.
- Juniors are those who have earned 60 semester hours.
- Seniors are those who have earned 90 or more semester hours.

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

Non-Degree Students

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

Auditing of Academic Courses

Students who wish to audit courses at Mayville State University must apply for and receive permission from the class instructor. A student who is auditing a course is not required to participate in discussions, complete daily assignments or take examinations; however the student is expected to maintain satisfactory attendance in order to have an "AU" recorded on the transcript. While a student cannot fail an audit course, an instructor may file a "W" for non-attendance. Only lecture courses may be audited; activity-type classes, e.g., swimming, computer and outdoor pursuits cannot be audited. The last day to enroll in a class for audit is the same date as the last day to register or add a class. The student may not switch from audit to regular registration or vice versa after the last day to add a class. An audit fee is one-half of the regular tuition rate and no credit is earned for audited classes.

Credit by Examination

A student may earn a maximum of 30 semester hours of credit by examination, including Prior Learning Assessment (PLA), advanced standing credit, advanced placement credit, International Baccalaureate (IB), CLEP, and DANTES. For more information about credit by examination, go to www.ndus.edu/makers/procedures/ndus/default.asp?PID=323&SID=56.

Advanced Standing Credit

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

Advanced Placement Credit

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

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

CLEP Credit

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

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

Contact the Office of Academic Records in Old Main 114 for additional information about CLEP.

Prior Learning Assessment (PLA)

Students who have achieved a significant degree of educational growth in disciplines offered by Mayville State University through professional, cultural, or community activities may seek to be granted credit for prior learning. A student may earn a maximum of 30 semester hours of credit by examination, including Prior Learning Assessment (PLA), CLEP credit, advanced-standing credit, etc. Students who believe they are eligible for PLA must complete an application form available at the Office of Academic Records who will assist in identifying the appropriate academic discipline and a faculty member representing that area. The student and faculty advisor work to develop the validating documentation. This evidence is, in turn, reviewed by the discipline faculty and by the Curriculum Committee before a final decision is made by the Vice President for Academic Affairs. Credit awarded under this program is considered the same as transfer credit and may not be used to satisfy the 30-hour resident requirement. This credit will only be awarded with an "S" satisfactory grade and placed on the transcript when the student has successfully completed one semester of resident work. A student must be currently enrolled to receive prior learning credit. When credit is granted the transcript will be noted as 'Prior Learning Credit.'

Grades and Grade Point Average

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

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

Grade Appeal Policy

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

A grade appeal is an allegation by a student that such student's semester grade in a course offered for credit was not in accordance with the grading criteria described in the course syllabus. The student must contact the instructor of the course before the fifth week of the following semester to discuss the instructor's and student's reasoning for the grade given or desired. The complete policy addressing procedures required for resolving grade appeals is available in the Office of Academic Affairs.

Incomplete Grade

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

Repeated Courses

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

In regard to financial aid and Title IV funding in relation to the repeating of a course, the following applies:

- A failed course may be repeated as many times as needed until passed.
- A previously passed course may only be repeated once. This includes even those courses where a higher grade is required for the major (e.g., minimum of "C" for Teacher Education and Business Administration core courses, etc.)
- This does not include courses designated as repeatable (e.g. band, choir, student government, etc.) as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as allowed.
- If a student passes a failed course with a passing grade, he/she may repeat the course one more time to try and achieve a higher grade.

Satisfactory/Unsatisfactory Credit

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

1. Students must have an overall 2.00 grade point average in order to qualify.
2. The S/U option may be used for courses that do not apply to a major or minor field. The student, however, may use this option if the course is in excess of the requirements for the major or minor field of specialization.
3. The S/U option is not available for required essential studies or professional courses.
4. Students may not change to, or from an S/U option after the last day to add classes.
5. Life experience credit, CLEP, or military credits (recorded as S/U), may be used toward the major and/or minor upon approval from the respective Division chair.
6. S/U credit will not be used in determining honor points or honor point ratio.
7. The traditional "C" or better will be considered satisfactory "S."

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

Transfer Grade Point Average

Total hours earned and the grade point average from all transfer institutions are entered on the Mayville State University official transcript and are calculated for a cumulative grade point average, however, transfer courses do not appear on the MSU official transcript.

Academic Fresh Start

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

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

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

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

General Information

Academic Honors

Dean's List

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

Criteria for selection to the dean's list are solely academic. Consideration is based on grades reported to the Registrar at the end of each semester. The dean's list includes all students who maintained a GPA of at least 3.50 for the semester while completing a minimum of twelve (12) graded credits a term from Mayville State University during the academic year. Pre-college courses do not count towards Dean's List including ASC 086, 088, 091, 092, & 093. Students assigned an "Incomplete" for any graded course(s) are ineligible for dean's list consideration for that semester.

Core courses that are required for an MSU approved program and are only available from a collaborative institution are included in the twelve (12) credit maximum and are used in GPA determination for dean's list. (The MSU Medical Laboratory Science program offered in collaboration with the University of North Dakota is the only qualifying program.)

Commencement Honors

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

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

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

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

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

Admission to Major Programs

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

Advising Program

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

A student may change his/her major and/or academic advisor at any time. For instructions on how to facilitate these changes, the student should report to the Director of Counseling and Freshmen Retention Services located in Classroom Building 115C.

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

Class Attendance and Participation

At Mayville State University, student attendance and participation are very important elements of university success. The instructor will inform students of attendance expectations, participation, and grading policy. Students incurring an absence are expected to notify an instructor as soon as possible and are responsible for completing all assigned academic work. Faculty members will determine whether or not the student is excused from class or will be allowed to make up missed coursework. If an appropriate arrangement to make up missed coursework cannot be made between the student and instructor, an appeal can be made to the academic division chair. Faculty should consider their attendance policy for students representing Mayville State University in approved inter-collegiate athletic, music, theatrical or other events.

All faculty members are required to complete an enrollment verification for each course taught accordingly:

- 16 WEEK Session (fall/spring): After tenth full day of instruction
- 5WK Session (fall/spring): After first full day of instruction
- Mini Session (summer): After first full day of instruction
- 4WK1 Session (summer): After first full day of instruction
- 4WK2 Session (summer): After first full day of instruction
- 6WK 1 Regular Session (summer): After second full day of instruction
- 8WK1 Session (summer): After second full day of instruction
- 10WK1 Session (summer): After third full day of instruction

For on campus courses, enrollment verification means that a student has attended that specific course. For online courses, enrollment verification means that the student has logged into Moodle and has participated in a discussion; completed an assignment, quiz, or test; or has e-mailed the instructor regarding the course.

By the fifth full day of instruction for 16-week classes (see University Calendar), if a student has not had enrollment verified for a course, the student may be administratively removed from the course. The Office of Academic Records will e-mail the student and advisor notifying them of the course removal from the student's schedule. If the student wishes to re-enroll in the course, prior approval must be secured from the instructor of the course, the division chair overseeing the course, and the academic advisor. Appeals for administrative drops are handled by the academic division chair overseeing the course.

A student's lack of attendance in a course does not guarantee automatic cancellation of enrollment in the course. Each student is responsible for courses on the study list (class schedule). Only a properly processed "drop" through ConnectND Campus Connection will assure the student that a course has been removed from the study list (class schedule).

ConnectND Campus Connection will not allow a student to drop all coursework for the term. Students wishing to make a complete withdrawal for the term should contact the Mayville State University Office of Retention at 701-788-4675 in CB 108 by the end of the 12th week of the term.

Change in Program – Adding or Dropping Courses

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

Drop an On Campus course:

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

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

Drop Extended Learning courses BIOL 220/220L, BIOL 221/221L, or BIOL 302/302L:

1. Send an e-mail to ExtendedLearning@mayvillestate.edu stating name, student id number, and the Catalog number (i.e. BIOL 220) and name of the course to drop. An attempt to drop course(s) in ConnectND by the student will be unsuccessful.

Drop a Dual Credit course:

1. To drop a dual credit course, first receive permission from your high school principal or superintendent. then have your principal or superintendent contact the Office of Extended Learning at 701-788-4667 to complete the drop.

Drop an Online, IVN, Off Campus face-to-face course:

1. Degree-seeking students should consult with their advisor.
2. Send an e-mail to records@mayvillestate.edu stating name, student id number, and the Catalog number (i.e. ENGL 120) and name of the course to drop. An attempt to drop course(s) in ConnectND by the student will be unsuccessful.

Drop an Online BSN Nursing course:

1. Students should consult with the program administrator.
2. Send an email to: shannon.skovlund@mayvillestate.edu stating name, student ID number, and the catalog number (i.e. NURS 310) and name of the course to drop. An attempt to drop courses in ConnectND by the student will be unsuccessful.

Failure to follow these procedures will result in a failing grade on the student's record.

Course Load

Full-time enrollment is twelve (12) semester credit hours. A normal course load is between 15-17 semester credit hours. A student may register for as many as twenty-two (22) semester credit hours per term.

A student wishing to enroll in excess of twenty-two (22) semester credit hours in a term will require an institutional overall GPA of 3.00. An outstanding incomplete grade will prevent the student from receiving an overload without a petition to the Vice President of Academic Affairs. Mayville State's policy limits enrollment to a maximum of twenty-five (25) semester credit hours a term during the academic year.

Students taking 19 or more credits should use the 12-18 credit-hour-rate plus the per-credit-hour rate for the additional hours over 18 credits.

Petition applications are available at the Office of Academic Records at OM 114.

Cross-Listed Courses

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

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

Late Registration

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

Official Announcements

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

Early Alert System

The early alert system, Drop Guard, utilized by Mayville State University is an official notice of a student's academic progress. This alert may show that a student has made progress in a class or that a student needs improvement in a specific area. A Drop Guard alert may be given to a student at any point throughout the semester. Comments and /or recommendations by the instructor (to include a conference if needed) are encouraged. A Drop Guard alert provides intervention at the earliest possible opportunity whether is it for academic/personal counseling, or working with the Student Success Center on writing skills, tutoring, etc. Mayville State University shows a compassionate and caring attitude for the student's academic and personal growth through the Drop Guard early alert system.

Teacher's Certificate

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

Withdrawal from the University

Students who find it necessary to withdraw from the University should consult the Coordinator of Student Retention in Classroom Building 108, 701-788-4675. Instructions for following the appropriate withdrawal procedure will be provided. This procedure is extremely important both to the student and to the University because such things as course grades, refunds, bills, financial aid, and on-campus housing are involved. If students do feel it necessary to withdraw from school, they are advised to do so before the deadline for dropping classes, which is the Friday of the 12th week in a semester. To avoid establishing a record of failing grades, students should pay attention to this deadline.

A withdrawal within the first ten calendar days of the 16 week term is noted on the academic transcript with a withdrawal date only. A withdrawal after the ten day period records a "W" grade with each course listed, followed by the withdrawal date. Summer session withdrawal information can be found in the summer bulletin.

Wait Listed Classes

Students attempting to register for a class that has reached its enrollment capacity may add themselves to a wait list. Wait list processes run daily until the No Record Drop deadline for a class. Students are notified via official Mayville State e-mail if enrolled in a class via the wait list process, but are ultimately responsible for any registration activity. Students no longer wishing to be enrolled in a wait listed class must drop it from their study list on "Campus Connection." Questions regarding the Wait List process can be directed to the Office of Academic Records in Old Main 114.

Business and Computer Information Systems

Majors and Minors Available

Division Mission Statement

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

Division Goals

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

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

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

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

Business

Majors

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

Minors

Accounting
Business Administration

Computer Information Systems

Majors

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

Minor

Computer Information Systems

Education and Psychology

Majors and Minors Available

Division Mission Statement

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

The mission of the division is to prepare highly qualified professionals to work with diverse populations in multiple environments.

Division Goals

- Demonstrate content knowledge in the academic discipline;
- Demonstrate the ability to communicate effectively using a variety of verbal, non-verbal, and media communication techniques;
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth

Teacher Education Goals

The teacher candidate...

- Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional and physical areas and designs and implements developmentally appropriate and challenging learning experiences.
- Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.
- Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Understands the central concepts, tools of inquiry and structures of the discipline he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
- Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
- Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner.
- Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals and community members

The conceptual Model of Mayville State's Teacher Education unit is the Reflective Experiential Model. It is based on the belief that preservice teachers develop abilities to reflect on current educational research, essential and theoretical knowledge, and research-based teaching strategies to gain meaningful insights throughout their clinical experiences.

Some professional courses provide field based experiences under the dual supervision of the responsible university faculty and selected competent and qualified cooperating public school teachers. Clinical field based experiences are an integral part of the professional education program that is designed to help students understand the relationship between classroom theory and application. Students progressing in the Teacher Education program are evaluated periodically on their electronic portfolio entries. Teacher candidates begin to develop an electronic portfolio in EDUC 272- Educational Technology. Throughout the Teacher Education program students identify and store artifacts in their portfolios that demonstrate the ability to meet the ten InTASC standards for teacher candidates. Regular faculty and peer reviews of electronic portfolios support the teacher candidate's ability to critically reflect on their learning experiences.

Student teaching is the capstone of the professional education program. Reflective practice seminars are required components of the student teaching experience. University Supervisors support Teacher Education candidates throughout the student teaching experience in a research-based supervisory observation process. Near the conclusion of the student teaching experience, teacher candidates will secure two faculty reviewers to evaluate their electronic portfolios and make arrangements to present their portfolio to campus and community members.

It is imperative that Mayville State University teacher education graduates know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socio-economic, and regional/geographical origins. The portfolio presentation provides teacher candidates the opportunity to demonstrate professional growth and achievements throughout their Teacher Education program studies.

Early Childhood Program Goals

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

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

All degree requirements must be met, including a minimum grade point average of 2.00 in all areas: generals, core courses for the major, professional courses, and specializations. Some classes may be transferred from other institutions, however, one-fourth (¼) of the major core professional and specializations must be Mayville State courses and the student must have earned at least 30 semester hours in residence.

Library Media and Information Science Goals

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

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

Psychology Program Goals

The goal of the psychology program is to inform students of the science and practice involved with the description, explanation, and prediction of human behavioral, mental, and social processes. Scholarly inquiry of strategies aimed at fostering change and stability are additional areas of training.

Specific Learning Outcomes for the Applied Psychology program include the following:

- Students will demonstrate knowledge of major concepts, theoretical perspectives, and historical trends in psychology;
- Students will understand and be able to apply psychological principles in interpersonal situations and vocational settings;
- Students will use critical and creative thinking, to solve problems related to behavior, mental processes, and challenges faced by persons of all backgrounds and experiences;
- Students will demonstrate effective verbal and nonverbal communication skills using current technology to enhance own and others understanding;

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

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

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

Special Education Program Goals

The goal of the special education program is to prepare teacher candidates for entry to special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multi-categorical population of students with special needs. The program consists of a double major in professional education (early childhood, elementary or secondary) and special education as candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs. The skills of general educator and special educator complement each other, and as such, dual certification is a goal of this program. The special education program seeks to prepare students to:

- Apply specialized pedagogical knowledge and skills.
- Master appropriate core academic subject matter content.
- Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
- Observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs.
- Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings.

Demonstrate professional dispositions and ethical practice through collaborative interactions

Early Childhood

Teaching Majors

Early Childhood Education (B.S.Ed.)

Non-Teaching Majors

Early Childhood (B.A.)

Early Childhood Associate (A.A.)

Education

Teaching Majors

Elementary Education (B.S.Ed.)

Secondary Education (B.S.Ed.)

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

Non-Teaching Majors

Studies in Education (B.A.)

Minors

Early Childhood Education

Special Needs

Music Education

Library Media and Information Science

Teaching Majors

None currently offered

Non-Teaching Majors

None currently offered

Minor

Library Media and
Information Science

Psychology

Teaching Majors

None currently offered

Non-Teaching Majors

Applied Psychology (B.A.)

Minor

Psychology/Psychology
Education

Health, Physical Education and Recreation

Majors and Minors Available

Division Mission Statement

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

Division Goals

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

Fitness and Wellness

Teaching Majors

None currently offered

Non-Teaching Majors

Fitness and Wellness (B.S.)

Minors

Fitness and Wellness

Health

Teaching Majors

Health Education (B.S.Ed.)

Non-Teaching Majors

Health (B.S.)

Minors

Health/Health Education

Physical Education

Teaching Majors

Physical Education (B.S.Ed.)

Non-Teaching Majors

None currently offered

Minors

Coaching
Developmental Adapted
Physical Education
Physical Education

Sport Management

Teaching Majors

None currently offered

Non-Teaching Majors

Sport Management (B.S.)

Minors

Sport Management

Liberal Arts

Majors and Minors Available

Division Mission Statement

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

Division Goals

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

Communication

Teaching Majors

None currently offered

Non-Teaching Majors

Communication (B.A.)

Minors

Communication

English

Teaching Majors

English Education (B.S.Ed.)

Non-Teaching Majors

English (B.A.)

Minors

English/English Education

Geography

Teaching Majors

Geography Education (B.S.Ed)

Non-Teaching Majors

None currently offered

Minors

Geography/ Geography Education

History

Teaching Majors

History Education (B.S.Ed)

Non-Teaching Majors

None currently offered

Minor

History/ History Education

Music Education

Teaching Majors

None currently offered

Non-Teaching Majors

None currently offered

Minor

Music Education

Social Science

Teaching Majors

Composite in Social Science
Education (B.S.Ed)

Non-Teaching Majors

Social Science (B.A.)

Minors

Social Science/ Social
Science Education

Sociology

Teaching Majors

None currently offered

Non-Teaching Majors

None currently offered

Minors

Sociology

Science and Mathematics

Majors and Minors Available

Division Mission Statement

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

Division Goals

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

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

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

Biology

Teaching Majors

Composite in Biology
Education (B.S.Ed)

Non-Teaching Majors

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

Minors

Biology/ Biology Education

Chemistry

Teaching Majors

Composite in
Chemistry Education (B.S.Ed)

Non-Teaching Majors

Chemistry (B.S.)

Minors

Chemistry/Chemistry
Education

Mathematics

Teaching Majors

Mathematics Education (B.S.Ed)

Non-Teaching Majors

Mathematics (B.S.)

Minors

Mathematics/Mathematics
Education

Nursing

Teaching Majors

None currently offered

Non-Teaching Majors

Nursing (B.S.)

Minors

None currently offered

Science

Teaching Majors

None currently offered

Non-Teaching Majors

None currently offered

Minors

General Science
Physical Science
Science for the Elementary Teacher

DEGREE PROGRAMS

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

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

The Bachelor of Science in Education is a degree designed for the preparation of elementary, junior high school and secondary teachers. A minimum of 122 semester hours of work including at least one major and one minor program or a composite major is required to complete the curriculum, including at least 36 semester hours at the upper-division level courses (300-400 level). See the "courses of study" section of this catalog for major/minor requirements.

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

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

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

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

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

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

Applied Psychology
Communication
Early Childhood
English
Social Science
Studies in Education

Bachelor of Science degree include:

Biology
Business Administration
Chemistry
Medical Laboratory Science
Computer Information Systems
Health
Fitness and Wellness
Mathematics
Nursing
Sport Management

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

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

The B.A.S. degree is consistent with educational excellence. Applied Associate degree students have sometimes found it difficult to transfer into baccalaureate programs because of the nature of their degree. This bachelor's degree may remove some of the traditional barriers these graduates face. Students can use their previous coursework and enhance their knowledge by adding additional essential studies and professional courses. A minimum of 120 semester hours is required.

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

Business Administration – on campus and online

Computer Information Systems - on campus

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

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

University Studies Degree	Semester Hours
Upper Level 300-400	36 S.H.
Essential Studies	36 S.H.
Minor (Optional)	16-21 S.H.
Information Technology Requirement	3 S.H. (Institutional Requirement) *
Fitness & Wellness Requirement	2 S.H. (Institutional Requirement) *
Electives	19-24 S.H. (without minor 40 S.H.)
Total for B.U.S. degree	120 S.H. (includes electives)

At least 36 semester hours at the upper-division courses (300-400 level) and 36 semester hours from a four-year institution are required. All degree requirements must be met, including a minimum grade point average of 2.00 in all areas: overall and essential studies.

Students interested in the University Studies degree should develop an outline for a program of study with their advisor.

* Three semester credit hours of unduplicated CIS courses are required. Institutional requirements are waived for students who transfer to MaSU with an associate degree.

ASSOCIATE OF ARTS (A.A.)

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

BUSINESS	EDUCATION
Business Management	Early Childhood Associate

MINORS

The following minors are available with baccalaureate degree majors:

- Accounting
- Biology / Biology Education
- Business Administration
- Chemistry / Chemistry Education
- Coaching
- Communication
- Computer Information Systems
- Developmental Adapted Physical Education (DAPE)
- Early Childhood Education
- English / English Education
- Fitness and Wellness
- General Science
- Geography / Geography Education
- Health / Health Education
- History / History Education
- Library Media and Information Science
- Mathematics / Mathematics Education
- Music Education
- Physical Education
- Physical Science
- Psychology / Psychology Education
- Science for Elementary Teachers
- Social Science / Social Science Education
- Sociology
- Special Needs Generalist
- Sport Management

CERTIFICATE OF COMPLETION

The following certificate is available with baccalaureate degree majors or as a stand-alone certificate:

- Emergency Response Certificate of Completion
- Plasmod Science Certificate of Completion
- Title I Certificate of Completion

PROFESSIONAL PROGRAM INFORMATION

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

CHIROPRACTIC PROGRAMS

The following site of the Association of Chiropractic Colleges in Bethesda, MD provides information as well as a list of chiropractic schools in the United States: www.chirocolleges.org/. The Web site for the Northwestern Health Sciences in Bloomington, MN is www.nwhealth.edu. Students interested in Palmer College of Chiropractic in Davenport, IA should consult: www.palmer.edu.

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

CRIMINAL JUSTICE PROGRAMS

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

DENTISTRY PROGRAMS

The current trend in preparing for the dental profession is for the student to complete a four-year degree prior to admission to dental school. The curriculum for admission to dentistry schools depends on the school to which a student applies. The following site will provide information regarding universities that have schools of dentistry: www.dental-resources.com/dented2.html. The following site is recommended for those interested in the University of Minnesota School of Dentistry: www.dentistry.umn.edu/.

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

LAW PROGRAMS

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

MEDICAL LABORATORY SCIENCE (Medical Technology Programs)

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

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

MEDICAL PROGRAMS

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

MORTUARY SCIENCE PROGRAMS

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

NURSING PROGRAMS

Students who are interested in nursing programs can complete pre-requisite courses at Mayville State University. MSU and Lake Region State College (LRSC) are partnering to offer the Dakota Nursing Program on the Mayville campus which started in fall 2010. Students may complete up to one year of coursework from Mayville State to meet the admission requirements for the Dakota Nursing Program.

Students who have completed an Associate Degree in Nursing, and are a current licensed Registered Nurse, may apply to Mayville State's online RN to BSN program.

OPTOMETRY PROGRAMS

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

PHARMACY PROGRAMS

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

PHYSICAL THERAPY PROGRAMS

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

VETERINARY SCIENCE PROGRAM

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

BIOLOGY

Division of Science and Mathematics

Admission to Biology Majors

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

1. Complete BIOL 150 and BIOL 151 with a minimum grade of "C" in each course.
2. Have an institutional cumulative GPA of at least 2.50.
3. Have satisfactory communication skills as demonstrated by successful completion of ENGL 110 and ENGL 120 or ENGL 125 with a minimum grade of "C" in each course.
4. Have satisfactory mathematics skills as demonstrated by successful completion of MATH 103 with a minimum grade of "C."
5. Have satisfactory computer skills as demonstrated by successful completion of CIS 112, CIS 114, CIS 116, and CIS 118 with a minimum grade of "C" in each course or comparable performance on the appropriate University examination.
6. Complete an oral interview with the discipline faculty.

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

Major: Biology Bachelor of Science

Required credits to graduate with this degree: 120

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

Biology majors complete 36 hours of essential studies, including BIOL 150/150L, BIOL 151/151L, COMM 110, ENGL 110, ENGL 120 or ENGL 125, a minimum of six (6) semester hours of humanities, MATH 103, MATH 105, and a minimum of six (6) semester hours of social science, which are pre-requisite courses to this major.

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge base commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of biological problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.
- SLO 5: Students will integrate technology appropriate to their major into their work products.

Core Requirements:

BIOL 236	Survey of Botany	3 SH	BIOL 315	Genetics.....	3 SH
BIOL 236L	Survey of Botany Lab	1 SH	BIOL 315L	Genetics Lab.....	1 SH
BIOL 302	Survey of Microbiology	3 SH	BIOL 341	Cell Biology	3 SH
BIOL 302L	Survey of Microbiology Lab	1 SH	BIOL 341L	Cell Biology Lab	1 SH
BIOL 311	Invertebrate Zoology	3 SH	BIOL 476S	Comprehensive Review and Examination	1 SH
BIOL 311L	Invertebrate Zoology Lab	1 SH	MATH 323	Probability and Statistics.....	3 SH
BIOL 312	Vertebrate Zoology	3 SH	SCNC 480	Science Comprehensive	1 SH
BIOL 312L	Vertebrate Zoology Lab	1 SH			
					Total 29 SH

Major: Composite in Biology Education Bachelor of Science in Education

Required credits to graduate with this degree: 135

A minor is not required with this major program. Teacher certification also requires completion of EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods for Science, and EDUC 426-Reading in the Content Area. Completion of this program qualifies graduates for certification to teach all sciences, grades 7-12, in North Dakota and for biology or life science licensure, grades 5-12, in Minnesota. A capstone laboratory or non-laboratory project (SCNC 480) is required.

Composite in Biology Education majors complete 36 hours of essential studies, including BIOL 150/150L, BIOL 151/151L, COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, a minimum of six (6) semester hours of humanities, and MATH 103, MATH 105, PSYC 111, which are pre-requisite courses to this major.

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge base in the traditional biology core commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of biological problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.
- SLO 5: Students will integrate technology appropriate to their major into their work products.

Core Requirements:

BIOL 220	Anatomy and Physiology I	3 SH	CHEM 122L	General Chemistry II Lab	1 SH
BIOL220L	Anatomy and Physiology I Lab	1 SH	CHEM 341	Organic Chemistry I	4 SH
BIOL 236	Survey of Botany	3 SH	CHEM 341L	Organic Chemistry I Lab	1 SH
BIOL 236L	Survey of Botany Lab	1 SH	GEOG 115	Introductory Geology	3 SH
BIOL 311	Invertebrate Zoology	3 SH	GEOG 115L	Introductory Geology Lab	1 SH
BIOL 311L	Invertebrate Zoology Lab	1 SH	MATH 323	Probability and Statistics	3 SH
BIOL 315	Genetics	3 SH	PHYS 110	Introductory Astronomy	3 SH
BIOL 315L	Genetics Lab	1 SH	PHYS 110L	Introductory Astronomy Lab	1 SH
BIOL 332	General Ecology	3 SH	PHYS 211	College Physics I	3 SH
BIOL Electives (302, 312, 341, or 350 w/Lab)		4 SH	PHYS 211L	College Physics I Lab	1 SH
BIOL 476S	Comprehensive Review and Examination	1 SH	PHYS 212	College Physics II	3 SH
CHEM 121	General Chemistry I	3 SH	PHYS 212L	College Physics II Lab	1 SH
CHEM 121L	General Chemistry I Lab	1 SH	SCNC 480	Science Comprehensive	1 SH
CHEM 122	General Chemistry II	3 SH			
					Total 57 SH

Minor: Biology/Biology Education

Students in this program complete BIOL 150/150L-General Biology I with Lab and BIOL 151/BIOL 151L-General Biology II with Lab, plus 12 semester hours of biology electives to total a minimum of 20 semester hours. Teacher-certification candidates must also complete EDUC 398-Secondary Education Field Experience, EDUC 484-Secondary Methods for Science, and EDUC 426-Reading in the Content Area.

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including all 300 level and lower courses required in the teaching major and minor;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	2435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Required credits to graduate with this degree: 135

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor. Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 398	Secondary Educ. Field Experience	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Elec. Port., Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area	3 SH
EDUC 480	General Methods for Sec. Educ. (Spring semester only)	2 SH
Secondary Methods		Each 2 SH
EDUC 484	Science	
PSYC 255	Child and Adolescent Psychology	3 SH
		Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 484	Secondary Methods for Science	2 SH
EDUC 398	Secondary Education Field Experience	1 SH

**No other classes may be scheduled during this block of time:
Tuesdays and Thursdays
8:00 a.m. – 1:00 p.m.**

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

Major: Medical Laboratory Science Bachelor of Science

Required credits to graduate with this degree: 120

Admission to Medical Laboratory Science Major

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

1. Complete BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, BIOL 350, BIOL 350L, CHEM 121, CHEM 121L, CHEM 122 and CHEM 122L with a minimum grade of "C" in each course.
2. Have a cumulative GPA of at least 2.80.
3. Have satisfactory communication skills as demonstrated by completion of ENGL 110 and ENGL 120 or ENGL 125 with a minimum grade of "C" in each course.
4. Have satisfactory mathematics skills as demonstrated by successful completion of MATH 103 with a minimum grade of "C."
5. Have satisfactory computer skills as demonstrated by successful completion of CIS 112, CIS 114, CIS 116, and CIS 118 with a minimum grade of "C" in each course or comparable performance on the appropriate University examination.
6. Complete an oral interview with the discipline faculty.

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

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

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

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

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

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

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge base commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of scientific problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.
- SLO 5: Integrate technology into work products.

Core Requirements:

The Medical Laboratory Science program requires completion of a minimum of 120 semester hours which are mostly prescribed. Establishing an early working relationship with the Mayville State program advisor is strongly recommended. Program fees based on current fees at UND are charged to all students during the professional practicum and internship year. There are additional special requirements; prior to admission to the UND clinical year, a background check must be performed. All clinical affiliates require specific immunizations and testing to be completed (or a signed liability waiver) before entrance into the medical facility. Students are responsible for additional costs that include travel, housing, food, and summer lab course fees during the practicum and internship year.

Medical Laboratory Science majors must complete 36 hours of essential studies, including BIOL 150, BIOL 151, ECON 201, ENGL 110, ENGL 120 or ENGL 125, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses to this major. The MSU Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major.

Core Requirements:

MLS 234	Human Parasitology.....	2 SH
MLS 301	Immunology	3 SH
MLS 325	Hematology.....	3 SH
MLS 325L	Hematology Lab.....	1 SH
MLS 336	Laboratory Calculations.....	1 SH
MLS 394	Medical Microbiology	2 SH

Sub-total 12 SH**Core Requirements Clinical 4th Year****Senior - Summer Semester**

MLS 471	Clinical Chemistry I.....	2 SH
MLS 472	Pre-Analytical Testing	1 SH
MLS 473	Clinical Hemostasis I	2 SH
MLS 474	Clinical Urinalysis I.....	2 SH
MLS 477	Clinical Immunohematology I.....	1 SH
MLS 477L	Clinical Immunohematology I Lab.....	1 SH
MLS 478	Clinical Microbiology I	2 SH
MLS 479	Clinical Hematology I	2 SH

Sub-total 13 SH**Senior - Fall Semester**

MLS 480	Clinical Immunohematology II.....	2 SH
MLS 481	Clinical Chemistry II	2 SH
MLS 483	Clinical Hemostasis II	1 SH
MLS 484	Clinical Microbiology II	2 SH
MLS 485	Clinical Urinalysis II.....	1 SH
MLS 487	Medical Mycology	1 SH
MLS 488	Clinical Hematology II	2 SH
MLS 489	Clinical Body Fluids	1 SH

Sub-total 12 SH**Senior - Spring Semester**

MLS 490 (CA)	Financial and Quality Management of the Clinical Laboratory	3 SH
MLS 491	Clinical Chemistry III	2 SH
MLS 492	Clinical Immunohematology III.....	2 SH
MLS 494	Clinical Immunology.....	1 SH
MLS 495	Clinical Microbiology III	2 SH
MLS 498	Clinical Hematology III	2 SH

Sub-total 12 SH**Total 49 SH**

Plasmid Science Certificate of Completion

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

Skill set needed in Plasmid Science field:

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

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

Core Requirements:

BIOL 242	Plasmid Science Methods I	2 SH
BIOL 243	Plasmid Science Methods II	3 SH
CHEM 122	General Chemistry II.....	3 SH
CHEM 122L	General Chemistry II Lab.....	1 SH
CHEM 341	Organic Chemistry I	4 SH
SCNC 480	Science Comprehensive †.....	1 SH

Additional Recommended Coursework:

BIOL 150	General Biology I	3 SH
BIOL 150L	General Biology I Lab	1 SH
CIS 112	Introduction to Word Processing.....	1 SH
CIS 114	Introduction to Spreadsheet Applications	1 SH
ENGL 110	College Composition I.....	3 SH
	or ENGL 125 Business and Technical Writing	3 SH
MATH 103	College Algebra	3 SH

Total 14 SH

* New course

† Formal acceptance is required

The Plasmid Science Certificate of Completion, as a stand-alone certificate, is not eligible for federal financial aid.

BUSINESS

Division of Business and Computer Information Systems

Major: Business Administration Bachelor of Science

Required credits to graduate with this degree: 120

This major is designed to provide students with the education necessary for success in business. In addition to other institutional and graduation requirements, majors complete a 42-hour business core, and two specializations or a minor. Elective courses will be chosen to ensure students earn a total of no less than 120 hours. A requirement of the major is an internship experience that provides students with the opportunity to work in a field related to their major and earn credit for this work experience.

Within the 36-hour essential studies requirement, students must complete the following that are pre-requisite to this major: COMM 110, ECON 201, ECON 202, ENGL 110, ENGL 120 or ENGL 125 (preferred), and MATH 103.

Student Learning Outcomes:

- SLO 1: Students will apply business theories and/or methods to solve problems.
- SLO 2: Students will demonstrate successful individual and collaborative communication skills.
- SLO 3: Students will demonstrate the ability to adapt to change through personal and professional awareness of self, others and the environment.
- SLO 4: Students will demonstrate proficiency with technology appropriate for the contemporary business environment.
- SLO 5: Students will participate in experiential learning in at least one of the following ways: internships, service learning, or leadership experience.

Core Requirements:

ACCT 200	Elements of Accounting I	3 SH	BUSN 305	Foundations in Entrepreneurship.....	2 SH
ACCT 201	Elements of Accounting II	3 SH	BUSN 323	Managerial Finance	3 SH
ACCT 315	Business in the Legal Environment	3 SH	BUSN 334	Business Communication	3 SH
ACCT 360	Accounting Systems	2 SH	BUSN 336	Applied Statistics	3 SH
BADM 300	Essentials of Business Decision Making	3 SH	BUSN 351	Human Resource Management.....	3 SH
BADM 301	Principles of Marketing	3 SH	BUSN 391	Professional Development.....	1 SH
BADM 302	Principles of Management	3 SH	BUSN 455	Business Policies.....	3 SH
BOTE 347	Computer Applications in Business	3 SH	BUSN 497S	Internship	1 SH
				42 SH	

Specialization Areas:

Choose two specialization areas or a minor.

Note: No duplication of courses within business specialization will be approved. If this occurs due to selection of specialization, students will confer with advisor to identify acceptable course(s) for substitution.

Accounting

ACCT 300	Intermediate Accounting I	4 SH
ACCT 301	Intermediate Accounting II	4 SH
ACCT 305	Cost Accounting I	3 SH
ACCT 306	Cost Accounting II	3 SH

Banking

ACCT 316	Banking Law	3 SH
ACCT 450	Auditing & Assurance Services.....	3 SH
BUSN 312	Real Estate Financing.....	3 SH
BUSN 451	Lending	3 SH

Entrepreneurship

ACCT 401	Business Income Taxation	3 SH
BUSN 365	Entrepreneurial Business Plans.....	3 SH
BUSN 405	Topics and Issues in Entrepreneurship.....	2 SH
BUSN 435	Entrepreneurial Business Plan Practicum	4 SH

Management

BUSN 340	Project Management.....	3 SH
BUSN 355	Management Information Systems	3 SH
BUSN 418	Operations Management	3 SH
BUSN 430	Professional Leadership	3 SH

Management Information Systems

BUSN 355	Management Information Systems	3 SH
CIS 204	Programming I	3 SH
CIS 300	Introduction to Relational Database.....	3 SH
CIS 310	Data Communications	3 SH

Marketing

BUSN 307	Professional Selling	3 SH
BUSN 318	Advertising and Promotion Management.....	3 SH
BUSN 423	Consumer Behavior	3 SH
BUSN 429	Advanced Marketing Management.....	3 SH

Real Estate

ACCT 401	Business Income Taxation	3 SH
BUSN 310	Fundamentals of Real Estate & Taxation.....	3 SH
BUSN 311	Real Estate Appraisal	3 SH
BUSN 312	Real Estate Financing.....	3 SH

Major: Business Administration Bachelor of Applied Science

Required credits to graduate with this degree: 120

This major is designed to provide a flexible, transfer-friendly approach to specifically serve the needs of students who have earned Associate of Arts, Associate of Applied Science or Associate of Science degrees. A previously earned A.A., A.A.S. or A.S. degree will transfer as a block and students will complete a capstone-type program in business administration. Program requirements include 36 hours of essential studies, 30 hours of major core requirements, and 15 hours of supporting course work. A total of no less than 120 semester hours is required for graduation.

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

Business Administration majors must complete the following essential studies courses: COMM 110, ENGL 110, ENGL 120 or ENGL 125, and MATH 103, which are pre-requisite courses to this major and approved electives to total no less than 120 semester hours. At least 36 semester hours must be in the upper course (300-400) level.

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

Student Learning Outcomes:

SLO 1: Students will apply business theories and/or methods to solve problems.

SLO 2: Students will demonstrate successful individual and collaborative communication skills.

SLO 3: Students will demonstrate the ability to adapt to change through personal and professional awareness of self, others and the environment.

SLO 4: Students will demonstrate proficiency with technology appropriate for the contemporary business environment.

Essential Studies Requirements:

COMM 110	Fundamentals of Public Speaking	3 SH
ENGL 110	College Composition I	3 SH
ENGL 120	College Composition II	3 SH
	or ENGL 125 Business and Technical Writing	3 SH
MATH 103	College Algebra	3 SH
Additional Essential Studies Credits		24 SH

Sub-total * 36 SH

**Note: Courses completed as 'essential studies course' in the A.A., A.A.S., or A.S. program will apply the 36-hour sub-total.*

Core Requirements:

ACCT 200	Elements of Accounting I	3 SH
ACCT 201	Elements of Accounting II	3 SH
ACCT 360	Accounting Systems	2 SH
BADM 300	Essentials of Business Decision Making	3 SH
BADM 301	Principles of Marketing	3 SH
BADM 302	Principles of Management	3 SH
BOTE 347	Computer Applications in Business	3 SH
BUSN 323	Managerial Finance	3 SH
BUSN 334	Business Communication	3 SH
BUSN 351	Human Resource Management	3 SH
BUSN 482S	Business Comprehensive	1 SH

Sub-total 30 SH

Supporting Course Work and Elective Requirements:

Supporting Course Work of 15 SH: Any upper division (300-400 level) BUSN courses or other relevant courses that have approval of the advisor.

Electives: Student should consult advisor for selection of additional elective courses to ensure that a total of no less than 120 credits is successfully completed.

Total credits required for a B.A.S. Degree 120 SH

ASSOCIATE OF ARTS DEGREES

An Associate of Arts degree in business management is designed for students who wish to transfer to a four-year program and develop a marketable skill within an abbreviated period of time. Upon completion of the two-year degree, students will have completed the essential studies requirement of a four-year degree. All classes will transfer to a baccalaureate program at Mayville State University. A minimum of 65 semester hours is required for the two year degree.

HPER 100-Concepts of Fitness and Wellness is an institutional requirement.

The online A.A. degree in business management coursework is offered over a rotation schedule with the start-up cycle being offered periodically for new enrollees.

AA degree: Business Management

Essential Studies Requirements:

CIS 175	Information Literacy	1 SH
COMM 110	Fundamental of Public Speaking	3 SH
ENGL 110	College Composition I.....	3 SH
ENGL 120	College Composition II.....	3 SH
	or ENGL 125 Business and Technical Writing.....	3 SH
ES	Humanities Requirement	6 SH
ES	Mathematics Requirement.....	3 SH
ES	Science Requirements.....	4 SH
ES	Social Science Requirements.....	6 SH
	Additional ES Humanities or ES Social Science Credits.....	3 SH
	Additional ES Mathematics or ES Science Credits	4 SH
		36 SH

Core Requirements:

ACCT 200	Elements of Accounting I	3 SH
ACCT 201	Elements of Accounting II	3 SH
ACCT 360	Accounting Systems	2 SH
BADM 301	Principles of Marketing	3 SH
BADM 302	Principles of Management	3 SH
BUSN 334	Business Communication	3 SH
BUSN 340	Project Management.....	3 SH
	BUSN Electives (300-400 level)	3 SH
CIS 112	Introduction to Word Processing.....	1 SH
CIS 114	Introduction to Spreadsheet Applications	1 SH
CIS 118	Introduction to Presentation Graphics	1 SH
CIS 116	Introduction to Database Applications	1 SH
		27 SH

Minor: Accounting

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

Core Requirements:

ACCT 300	Intermediate Accounting I	4 SH
ACCT 301	Intermediate Accounting II	4 SH
ACCT 305	Cost Accounting I.....	3 SH
ACCT 306	Cost Accounting II.....	3 SH
ACCT 400	Individual Income Taxation	3 SH
ACCT 401	Business Income Taxation	3 SH
ACCT 450	Auditing and Assurance Services	3 SH
		Sub-total 23 SH

Minor: Business Administration

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

Requirements:

ACCT 200	Elements of Accounting I	3 SH
ACCT 201	Elements of Accounting II	3 SH
ACCT 360	Accounting Systems	2 SH
BADM 301	Principles of Marketing	3 SH
BADM 302	Principles of Management	3 SH
BOTE 347	Computers Applications in Business.....	3 SH
BUSN 391	Professional Development.....	1 SH
		Sub-total 18 SH

CHEMISTRY

Division of Science and Mathematics

Admission to Chemistry Majors

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

1. Complete CHEM 121, CHEM 122, and CHEM 341 with a minimum grade of "C" in each course.
2. Have an institutional cumulative GPA of at least 2.50.
3. Have satisfactory communication skills as demonstrated by successful completion of ENGL 110 and ENGL 120 or ENGL 125 with a minimum grade of "C" in each course.
4. Have satisfactory mathematics skills as demonstrated by successful completion of MATH 103 with a minimum grade of "C."
5. Have satisfactory computer skills as demonstrated by successful completion of CIS 112, CIS 114, CIS 116, and CIS 118 with a minimum grade of "C" in each course or comparable performance on the appropriate University examination.
6. Complete an oral interview with the discipline faculty.
7. Final approval of the discipline faculty is contingent upon their professional judgment following consideration of documentation and faculty assessment.

Major: Chemistry Bachelor of Science

Required credits to graduate with this degree: 120

This major provides the student with the knowledge, skills, and techniques commensurate with a Bachelor of Science in Chemistry. The student pursuing this degree may plan a professional or industrial vocation or pursue a graduate degree. The student must complete 36 semester hours of essential studies courses and the chemistry core listed below. The student must maintain a GPA of 2.50 in the core courses. The MSU Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major.

Chemistry majors complete 36 hours of essential studies, including CHEM 121/121L, CHEM 122/122L, ENGL 110, ENGL 120 or ENGL 125, MATH 103, and MATH 165, which are pre-requisite courses to this major.

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge base commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of chemical problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.
- SLO 5: Students will integrate technology into work products.

Core Requirements:

CHEM 330	Quantitative Analysis I	3 SH
CHEM 330L	Quantitative Analysis I Lab	1 SH
CHEM 341	Organic Chemistry I	4 SH
CHEM 341L	Organic Chemistry I Lab	1 SH
CHEM 342	Organic Chemistry II	4 SH
CHEM 342L	Organic Chemistry II Lab	1 SH
CHEM 360	Elements of Biochemistry	3 SH
CHEM 360L	Elements of Biochemistry Lab	1 SH
CHEM 466	Survey of Physical Chemistry	3 SH
CHEM 466L	Survey of Physical Chemistry Lab	1 SH
CHEM 470L	Integrated Lab	1 SH
MATH 323	Probability and Statistics	3 SH
SCNC 480	Science Comprehensive	1 SH

Total 27 SH

Major: Composite in Chemistry Education

Bachelor of Science in Education

Required credits to graduate with this degree: 131

This major provides students with the knowledge and skills essential for teaching science courses in junior and senior high school with emphasis in chemistry. Students are provided with a broad base of knowledge, which permits certification as junior and senior high school science teachers in North Dakota. Students who plan to teach in Minnesota need to complete an additional six semester hours in physics for certification. A minor is not required with this major. In addition to the core courses listed below the student must complete EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods for Science, EDUC 426-Reading in the Content Area and the secondary education core required for teacher certification (see "Education" section of this catalog) as well as 36 semester hours of essential studies courses.

Composite in Chemistry Education majors complete 36 hours of essential studies, including CHEM 121/121L, CHEM 122/122L, COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, MATH 165, and PSYC 111, which are pre-requisite courses to this major.

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of chemical problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.
- SLO 5: Students will integrate technology appropriate to their major into their work products.

Core Requirements:

BIOL 150	General Biology I	3 SH	MATH 323	Probability and Statistics.....	3 SH
BIOL 150L	General Biology I Lab	1 SH	PHYS 110	Introductory Astronomy	3 SH
BIOL 151	General Biology II	3 SH	PHYS 110L	Introductory Astronomy	1 SH
BIOL 151L	General Biology II Lab	1 SH	PHYS 211	College Physics I	3 SH
CHEM 330	Quantitative Analysis I	3 SH	PHYS 211L	College Physics I Lab	1 SH
CHEM 330L	Quantitative Analysis I Lab	1 SH	PHYS 212	College Physics II	3 SH
CHEM 341	Organic Chemistry I	4 SH	PHYS 212L	College Physics II Lab	1 SH
CHEM 341L	Organic Chemistry I Lab	1 SH	SCNC 322	Environmental Science	3 SH
CHEM 360	Elements of Biochemistry	3 SH	or BIOL 332	General Ecology	3 SH
CHEM 360L	Elements of Biochemistry Lab	1 SH	Biology Electives with Lab		4 SH
CHEM 466	Survey of Physical Chemistry	3 SH	SCNC 480	Science Comprehensive	1 SH
CHEM 466L	Survey of Physical Chemistry Lab	1 SH			
CHEM 470L	Integrated Lab	1 SH			
GEOL 115	Introductory Geology	3 SH			
GEOL 115L	Introductory Geology Lab	1 SH			
					Total 53 SH

Minor: Chemistry/Chemistry Education

Students in this program complete CHEM 121/CHEM 121L-General Chemistry I with Lab and CHEM 122/CHEM 122L-General Chemistry II with Lab, plus 12 semester hours of chemistry electives to total a minimum of 20 semester hours. Teacher-certification candidates are also required to complete EDUC 398-Secondary Education Field Experience, EDUC 484-Secondary Methods for Science, and EDUC 426-Reading in the Content Area.

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including all 300 level and lower courses required in the teaching major and minor;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	5435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Required credits to graduate with this degree: 131

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor. Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 398	Secondary Educ. Field Experience	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Elec. Port., Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area	3 SH
EDUC 480	General Methods for Sec. Educ.	2 SH
	(Spring semester only)	

Secondary Methods Each 2 SH

EDUC 484 Science

PSYC 255 Child and Adolescent Psychology 3 SH

Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 484	Secondary Methods for Science	2 SH
EDUC 398	Secondary Education Field Experience	1 SH

No other classes may be scheduled during this block of time:

Tuesdays and Thursdays

8:00 a.m. – 1:00 p.m.

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

COMMUNICATION

Division of Liberal Arts

The Division of Liberal Arts supports the university's mission through the Communication program by educating and guiding students as individuals so that they may realize their full career potential and enhance their lives. The Communication major provides an environment that reflects the institution's tradition of personal service, commitment to innovative technology-enriched education, and earning relationships with community, employers and society.

Since communication pervades all areas of personal, academic, and professional life, instruction in Communication is a fundamental to the curriculum. A Communication major will help the student think critically, analyze ideas, gather and interpret information, solve problems, understand group processes and audience psychology, communicate effectively through reading, writing, speaking, listening, and other forms of verbal and nonverbal expression and appreciate the historical, aesthetic and technical dimensions of human communication.

The Communication degree emphasizes a wide variety of competencies which provide the major with a wide range of job opportunities. Some areas especially well-suited to this degree include but are not limited to business, public relations/advertising, media, nonprofits and government, radio, television, journalism, etc. The prerequisites provide a comprehensive overview of basic material and the core courses and practicum experiences allow an in-depth study of the communication field. In the upper-division classes the students will develop an in-depth understanding of the subject matter which will provide them with a solid intellectual foundation as they pursue their careers.

Major: Communication Bachelor of Arts

Required credits to graduate with this degree: 120

Communication majors will complete 36 hours of essential studies courses including COMM 110, ENGL 110 and ENGL 120 or ENGL 125, ENGL 392, PSYC 111, and SOC 110, which are pre-requisite courses for this major. A minor is required with this major.

Student Learning Outcomes:

- SLO 1: Students will develop arguments, theses, goals, and plans by gathering, interpreting, analyzing, and organizing information into logical frameworks.
- SLO 2: Students will effectively adapt their communication to the rhetorical situation.
- SLO 3: Students will enhance their writing, speaking, nonverbal, and listening skills to more effectively communicate.
- SLO 4: Students will demonstrate their ability to communicate through a wide range of multimedia technologies including, but not limited to, multimedia software, radio broadcasts (Comet Radio), etc.
- SLO 5: Students will demonstrate their acquired communication skills in appropriate internships or practica.

Core Requirements:

BUSN318 Advertising and Promotion Management.....	3 SH	ENGL 408 Advanced Composition.....	3 SH
BUSN 334 Business Communication	3 SH	THEA 110 Introduction to Theatre.....	3 SH
CIS 240 Introduction to Graphic Design	3 SH	COMM 497S Communication Internship	3 SH
COMM 212 Interpersonal Communications	3 SH	or	
COMM 280 Understanding Film and Television	3 SH	Practicum Experience: Select 3 SH from the following - duplication	allowed
COMM 311 Oral Interpretation of Literature.....	3 SH	COMM 250S Forensics Practicum	1 SH
COMM 314 Argumentation and Debate.....	3 SH	COMM 284S Radio Practicum	1 SH
COMM 323 Writing and Editing for the Media.....	3 SH	COMM 286S Promotions Practicum.....	1 SH
COMM 402 Intercultural Communication	3 SH	JOUR 292S Journalism Practicum.....	1 SH
COMM 414 Media Law and Ethics.....	3 SH	THEA 102S Theatre Practicum	1 SH

Total 39 SH

Minor: Communication

Students wishing to minor in Communication will be required to take all prerequisites, a minimum of two hours of practicum experience, and after consulting with their advisor, additional core courses equal to a total of 21 hours.

COMPUTER INFORMATION SYSTEMS

Division of Business and Computer Information Systems

Major: Computer Information Systems Bachelor of Science

Required credits to graduate with this degree: 120

This major is designed to provide students with the knowledge, skills, techniques, and experience essential for obtaining a variety of positions in the IT industry, with special emphasis available in programming/software engineering, network administration, and system administration. In addition to other institutional and graduation requirements, majors complete a 39-hour CIS core, and two specializations or a minor. Elective courses will be chosen to ensure students earn a total of no less than 120 hours. A requirement of the major is an internship experience that provides students with the opportunity to work in a field related to their major and earn credit for this work experience.

Within the 36-hour essential studies requirement, students must complete the following pre-requisite to this major: MATH 103.

Student Learning Outcomes:

SLO 1: Students will apply theories and/or methods to solve problems.

SLO 2: Students will demonstrate successful individual and collaborative communication skills.

SLO 3: Students will demonstrate the ability to use content knowledge and skills relevant to the workplace.

SLO 4: Students will demonstrate proficiency and resourcefulness appropriate for the contemporary environment.

SLO 5: Students will participate in experiential learning in at least one of the following ways: internships, service learning, or leadership experience.

Core Requirements:

BADM 302	Principles of Management	3 SH	CIS 270	Operating System Principles	3 SH
BUSN 340	Project Management.....	3 SH	CIS 300	Introduction to Relational Database.....	3 SH
BUSN 355	Management Information Systems	3 SH	CIS 310	Data Communications	3 SH
BUSN 391	Professional Development.....	1 SH	CIS 330	Systems Analysis and Design.....	3 SH
CIS 204	Programming I	3 SH	CIS 365	Website Design and Development	3 SH
CIS 220	Hardware Troubleshooting.....	3 SH	CIS 455	CIS Capstone	2 SH
CIS 240	Introduction to Graphic Design	3 SH	CIS 497S	Internship.....	3 SH
					Sub-total 39 SH

Specialization Areas:

Choose two specialization areas or a minor.

Programming/Software Engineering:

CIS 205	Programming II	3 SH
CIS 360	Advanced Relational Database Management Systems	3 SH
CIS 377	C#	3 SH
CIS 421	Web Application Programming.....	3 SH
or CIS 422	.NET Web Application Programming	3 SH

Total 12 SH

Network Administration:

CIS 312	Network Administration I	3 SH
CIS 313	System Administration I	3 SH
CIS 320	Data and Network Security	3 SH
CIS 411	Advanced System and Network Administration	3 SH

Total 12 SH

System Administration:

CIS 313	System Administration I	3 SH
CIS 412	Database Server Administration	3 SH
CIS 414	Email Server Administration.....	3 SH
CIS 415	Web Server Administration	3 SH

Total 12 SH

Major: Computer Information Systems

Bachelor of Applied Science – B.A.S.

Required credits to graduate with this degree: 120

This major is designed to provide a flexible, transfer-friendly approach to specifically serve the needs of students who have earned Associate of Applied Science, Associate of Science, or Associate of Arts degrees. A previously earned Associate degree (A.A.S., A.S., A.A.) will transfer as a block and students will complete a capstone-type program in Computer Information Systems. Program requirements include 36 hours of essential studies, 20 hours of major core requirements, and 21 hours of supporting course work. A total of no less than 120 semester hours is required for graduation.

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

Student Learning Outcomes:

- SLO 1: Students will apply theories and/or methods to solve problems.
- SLO 2: Students will demonstrate successful individual and collaborative communication skills.
- SLO 3: Students will demonstrate the ability to use content knowledge and skills relevant to the workplace.
- SLO 4: Students will demonstrate proficiency and resourcefulness appropriate for the contemporary environment.

Essential Studies Requirements

COMM 110	Fundamentals of Public Speaking	3 SH
ENGL 110	College Composition I.....	3 SH
ENGL 120	College Composition II.....	3 SH
or ENGL 125	Business and Technical Writing	3 SH
MATH 103	College Algebra	3 SH
Additional Essential Studies credits.....		24 SH

Sub-total 36 SH

**Note: Courses completed as 'essential studies courses' in the A.A.S.; A.S.; OR A.A. program will apply to the 36-hour subtotal.*

Core Requirements

CIS 204	Programming I	3 SH
CIS 270	Operating System Principles	3 SH
CIS 300	Introduction to Relational Database.....	3 SH
CIS 310	Data Communications	3 SH
CS2 312	Network Administration I	3 SH
CIS 313	System Administration I	3 SH
CIS 455	CIS Capstone	2 SH

Sub-total 20 SH

Supporting Course Work and Elective Requirements

Supporting Course Work of 21 SH: Any upper division (300-400 level) CIS Courses or other relevant courses that have approval of the advisor.

Electives: Students should consult advisor for selection of additional elective courses to ensure that a total no less than 120 credits is successfully completed.

Total credits required for a B.A.S Degree 120 SH

Minor: Computer Information Systems

This minor provides students with the knowledge, skills, and techniques desirable for employment in positions in which the computer is utilized as a tool. This minor consists of 18 semester hours of credit.

Core Requirements

CIS 204	Programming I	3 SH
CIS 270	Operating System Principles	3 SH
CIS 300	Introduction to Relational Database.....	3 SH
CIS 310	Data Communications	3 SH
CIS 313	System Administration I	3 SH
CIS 365	Website Site Design and Development	3 SH

Sub-total 18 SH

EARLY CHILDHOOD

Division of Education and Psychology

Major: Early Childhood Bachelor of Arts

Required credits to graduate with this degree: 120

Students will complete the essential studies courses, core requirements for the Early Childhood major, and then choose at least one specialization. Distance learning students may need to take some courses on a local campus if the course is not offered as a distance class at this time.

Program requirements for the Bachelor of Arts degree in Early Childhood are 36 S.H. of essential studies courses, including COMM 110, ENGL 110, ENGL 120 or ENGL 125, PSYC 111, and SOC 110. Students will need to be proficient in technology, including Word, PowerPoint, and Internet usage. At least 36 S.H. of courses at the upper-division level (300-400) level courses. A minor is not required with this program. Students must also complete Mayville State's institutional requirements.

Students coming into the program with an AA degree will need an additional 8 S.H. of electives to meet the 120 minimum required to graduate. Students without an AA will need to complete Mayville State University's Institutional Requirements (5 S.H.): HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, and CIS 118-Introduction to Presentation Graphics. Students are encouraged to take HPER 210-First Aid and CPR or complete the training locally to be certified First Aid/CPR.

Student Learning Outcomes:

- SLO 1: Students will know and be able to promote child development and learning.
- SLO 2: Students will know and be able to build family and community relationships.
- SLO 3: Students will know and be able to observe, document, and assess.
- SLO 4: Students will know and be able to use developmentally effective approaches to connect with children and families.
- SLO 5: Students will know and be able to use content knowledge to build meaningful curricula and use technology appropriately.
- SLO 6: Students will identify and conduct themselves as members of the early childhood profession by practicing effective oral and written communication skills.

Core Professional Courses:

EC 210	Introduction to ECE.....	3 SH	EC 376	Field Experience in ECE.....	1 SH
EC 211	Observations, Assessment, and Interpretation Techniques	3 SH	EC 398*	Child Development Internship.....	6 SH
EC 313	Language and Literacy in ECE.....	3 SH	or EC 398A**	BA Internship.....	3 SH
EC 320	Infants and Toddlers	3 SH	EC 412	Diversity/Professionalism in ECE	3 SH
EC 322	Administration and Leadership in ECE	3 SH	EC 418	Technology/Math/Science in ECE.....	3 SH
EC 333	Pre-K Methods/Materials	3 SH	EC 495	Service Learning in ECE.....	2 SH
EC 335	Art and Music in ECE.....	3 SH	HPER 315	Movement Education in EC	2 SH
EC 336	Social and Emotional Development and Guidance in ECE	3 SH	PSYC 255	Child & Adolescent Psychology	3 SH
EC 338	Home, School, Comm. Relations.....	3 SH	PSYC 332	Applied Psychology	3 SH
EC 345	Grant Writing.....	2 SH	SPAN 101	First Year Spanish I +.....	4 SH
			SPAN 102	First Year Spanish II +.....	4 SH
			SPED 337	Special Needs in ECE	3 SH

Total 60-63 SH

+ 8 hours of either sign language or another foreign language may be substituted in early Childhood B.A. core requirements.

* EC 398 (for students who do not have an Associates level internship)

** EC 398A (for students who have an Associates level internship)

Specializations**A. Administration**

ACCT 200	Elements of Accounting I	3 SH
BADM 301	Principles of Marketing	3 SH
BADM 302	Principles of Management	3 SH
BUSN 305	Foundations of Entrepreneurship	2 SH
BUSN 351	Human Resource Management	3 SH
BUSN 391	Professional Development	1 SH
CIS 116	Introduction to Database Applications	1 SH

Total 16 SH**B. After School** (select 16 credits from the following 21 SH offered):

EC 203	Sign Language*	4 SH
EC 375	Supervised Tutorial Experience	3 SH
EDUC 250	Introduction to Education	2 SH
EDUC 298	Pre-Professional Field Experience and Skills Development	1 SH
EDUC 325	Elementary Classroom Art	2 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 436	Kindergarten Methods	2 SH
HPER 319	Health and Physical Education in the Elementary School	2 SH
MUSC 323	Music for Elementary Teachers	2 SH

Total 16 SH**C. Infant/Toddler:**

EC 203	Sign Language	4 SH
EC 340	Assessment and Documentation in Infant and Toddler Programs	3 SH
EC 341	Learning Environments for Infants and Toddlers	3 SH
EC 342	Routines and Guidance in Infant and Toddler Programs	3 SH
EC 375	Supervised Tutorial Experience	3 SH

Total 16 SH

**Distance learning students may need to take this class face-to-face whether on the Mayville State campus, ASL 101 at LRSC, or a sign language class or training at a local site.*

D. Special Needs/ Paraprofessional

EC 203	Sign Language*	4 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH

Select 9 credits from the following 16 SH offered:

EC 343	Classroom Modifications	3 SH
EC 375	Supervised Tutorial Experience	3 SH
EDUC 350	Remedial Reading	3 SH
MATH 277	Math for Elementary Teachers	3 SH
SPED 344	Augmented/Alternative Comm.	3 SH
SPED 497	Special Needs Internship	1 SH

Total 16 SH**Core + Specialization + Essential Studies 112-115 SH****Students with an AA add 8 SH of electives to total 120 SH****Students without an AA add 5 SH of IR to total 120 SH**

**Distance learning students may need to take this class face-to-face whether on the Mayville State campus, ASL 101 at LRSC, or a sign language class or training at a local site.*

A.A. Degree: Early Childhood Associate

Required credits to graduate with this degree: 69

The Early Childhood Associate degree prepares students to teach in a variety of preschool settings. A **Head Start distance learning program** provides North Dakota Head Start teachers the opportunity to complete Early Childhood A.A. degrees or minors. Students may consider additional coursework in the early childhood specialization areas as an enhancement to their AA degree. Early Childhood Associates complete 36 hours of essential studies courses including CIS 175, COMM 110, ENGL 110, ENGL 120 or ENGL 125, and PSYC 111, which are required courses for this major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Core Requirements:

EC 210	Introduction to ECE	3 SH	EC 335	Art, Music, and Play in ECE	3 SH
EC 211	Observations, Assessment, and Interpretation Techniques	3 SH	EC 336	Social/Emotional Development	3 SH
EC 298	AA Internship	3 SH	EC 376	Field Experience in ECE	1 SH
EC 313	Language and Literacy in ECE	3 SH	SPED 337	Special Needs in ECE	3 SH
EC 320	Infants and Toddlers	3 SH			
EC 333	Pre-K Methods/Materials	3 SH			

Sub-total 28 SH**Essential Studies Courses 36 SH****Institutional Requirements 5 SH****Total 69 SH**

Major: Early Childhood Education

Bachelor of Science in Education

Required credits to graduate with this degree: 133

This B.S.Ed. will prepare students to teach in preschool, kindergarten, 1st , 2nd, and 3rd grade (birth-Age 8). Upon successful completion of the program, students will be able to apply for birth through 3rd grade licensure. This degree is a composite of both Early Childhood Education and Elementary Education.

1. It is strongly recommended that students complete a majority of their essential studies courses before starting the block summer courses. Essential studies courses can be taken locally or online. These essential studies courses must be transferable to MSU. Students are responsible for making sure they have taken generals before graduation. Students must also complete Mayville State's institutional requirements.
2. Early Childhood Education majors must complete 36 hours of essential studies, with a minimum grade of "C" for the following courses for admission into teacher education: COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, and PSYC 111. Additional prerequisites to the major include SCNC 101 and 101L, SCNC 102 and 102L, and a history course, preferably HIST 103 or 104. Students are strongly encouraged to obtain First Aid/CPR certification.
3. Students are also required to earn a "B" in EDUC 250 and EDUC 298 and a "C" in PSYC 255 before full admission into teacher education. A minor is not required with this program.
4. Students need to work closely with their advisor, to make sure pre requisites are met. There are two summers of intense courses in this program. The first summer, usually taken as a junior, will be online.
5. The second summer, as a senior, will be 6 weeks of block classes on campus. Students will need to make arrangements to be on campus for the entire 6 weeks. These courses are unique to Mayville State's reflective experiential model. They require hands-on experiences and internships designed for teaching Pre-K, K, and Primary Grades.
6. Additional education courses (core requirements and professional education courses) will be offered online, over IVN, or in the summer on campus.
7. Please refer to the Criteria for Admission to Teacher Education, Student Teaching, and Exiting the Teacher Education Program for additional information.

Students must have been admitted to the Teacher Education program in order to take the block II courses and some professional education courses. Check course descriptions. Students must also complete Mayville State's institutional requirements.

Student Learning Outcomes:

- SLO 1: Students will know and be able to promote child development and learning theories.
- SLO 2: Students will demonstrate instructional strategies that are developmentally appropriate for diverse learners.
- SLO 3: Students will know and be able to use content knowledge to build meaningful curriculum and use technology appropriately.
- SLO 4: Students will know and be able to use developmentally effective approaches to connect with children, families, and the community.
- SLO 5: Students will identify and conduct themselves as members of the early childhood profession by practicing effective oral and written communication skills.
- SLO 6: Students will know and be able to observe, document, and assess.

Early childhood Education requires the following content/Core specific courses prior to student teaching: all professional education and methods courses, 75% of content coursework specifically including the following classes: EDUC 317 Children's Literature, EDUC 350 Remedial Reading, EDUC 436 Kindergarten Methods, EC 335 Art, Music, & Play, EC 338 Home School Community Relations, MATH 307 Math strategies in elementary/Middle School.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Core Requirements:

EC 313	Language Literacy in ECE	3 SH
EC 315	Reading in Early Elementary	3 SH
EC 320	Infants and Toddlers	3 SH
EC 322	Administration and Leadership in ECE	3 SH
EC 333	Pre-K Methods/Materials	3 SH
EC 335	Art, Music and Play in ECE.....	3 SH
EC 338	Home, School, Comm. Relations.....	3 SH
EDUC 436	Kindergarten Methods	2 SH
HPER 315	Movement Education in EC	2 SH
MATH 277	Mathematics for Elem. Teachers.....	3 SH
MATH 307	Math Strategies.....	3 SH

Sub-total 31 SH

Block I, First Summer: (online)

EDUC 317	Children's Literature.....	3 SH
EDUC 350	Remedial Reading	3 SH

Block II, Second Summer: (on-campus; must be admitted to

Teacher Education)

EC 310	Strategies in Early Elementary	3 SH
EC 311	Social Studies Strategies in Early Elementary...	3 SH
EC 316	Language Arts in Early Elementary	3 SH
SCNC 320	Science for Elementary Teachers I	3 SH

Total Block Courses 18 SH

Total Core with Blocks 49 SH

Professional Education Courses:

EC 210	Introduction to ECE.....	3 SH
EC 211	Observations, Assessment, and Interpretation Techniques	3 SH
EC 336	Social/Emotional Development and Guidance ..	3 SH
EC 376	Field Experience in ECE.....	1 SH
EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment.....	3 SH
EDUC 400	Student Teaching 1st, 2nd or 3rd	10 SH
EDUC 400A	Student Teaching Pre-K or K	5 SH
EDUC 401	Electronic Portfolio, Assessment and Seminar ..	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
PSYC 255	Child and Adolescent Psychology.....	3 SH

Essential Studies Courses 36 SH

Institutional Requirements 5 SH

Core Requirements 49 SH

Professional Education Courses 43 SH

Total 133 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250.

Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B

2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and/or 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including the following classes: EDUC 317 Children's Literature, EDUC 350 Remedial Reading, EDUC 436 Kindergarten Methods, EC 335 Art, Music, & Play, EC 338 Home School Community Relations, MATH 307 Math strategies in elementary/Middle School;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required;
2. All teacher education graduates are required to take Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Early Childhood Education

Content Test	Computer Test #	Min. Score
Early Childhood Education (Birth-Grade 3)	5022	158
Principles of Learning & Teaching	5621	157

3. All teacher education graduates must take the Praxis II tests prior to graduation. Information regarding test registration can be found at ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

EDUCATION

Division of Education and Psychology

Major: Elementary Education Bachelor of Science in Education

Minimum required credits to graduate with this degree: 128

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

Elementary Education majors must complete 36 hours of essential studies, with a minimum grade of "C" for the following courses: COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, and PSYC 111. Additional prerequisites include SCNC 101 and 101L, SCNC 102 and 102L, and a history course, preferably HIST 103 or 104, which are pre-requisite courses to this major, and complete the Teacher Education requirement.

Students are required to earn a "B" in EDUC 250 and EDUC 298 and a "C" in PSYC 255. Students must be admitted to the Teacher Education program in order to take EDUC 300-400 level courses.

It would be beneficial for Elementary Education majors to take coursework in Early Childhood and/or Special Needs to enhance their background. See Early Education advisor for suggested courses.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Student Learning Outcomes:

- SLO 1: Students will demonstrate knowledge of concepts and applications of learning theories and assessment techniques from childhood through adolescence.
- SLO 2: Students will demonstrate instructional strategies that are developmentally appropriate for diverse learners.
- SLO 3: Students will apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in education settings.
- SLO 4: Students will participate in opportunities to interact with the community, schools, and society.
- SLO 5: Students will demonstrate professional dispositions to be successful teacher education candidates.

Core Requirements:

EDUC 317	Children's Literature.....	3 SH
EDUC 350	Remedial Reading	3 SH
GEOG 300	World Regional Geography and Anthropology ..	3 SH
MATH 277	Mathematics for Elem. Teachers.....	3 SH
SCNC 320	Science for Elementary Teachers I.....	3 SH

Sub-total 15 SH

Block I (Take concurrently)

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

Block I Total 15 SH

Block II (Take concurrently)

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

Block II Total 10 SH

Core Requirements + Blocks Total 40 SH

Professional Education Courses

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

Total Professional Education 29 SH

Essential Studies Courses 36 SH

Institutional Requirements 5 SH

Core Requirements + Blocks 40 SH

Sub-total 110 SH

Minor 18-32 SH

Total 128-143 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each **teaching major** and **minor** or **area of specialization**;
3. A minimum grade point average of 2.75 in **all professional course work**;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including the following classes: EDUC 350 Remedial Reading, EDUC 317 Children's Literature, Math 277 Math for Elementary Teachers, SCNC 320 Science for Elementary Teachers I;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Early Childhood Education

Content Test	Computer Test #	Min. Score
Early Childhood Education (Birth-Grade 3)	5022	158
Principles of Learning & Teaching	5621	157

Elementary Education

Content Test	Computer Test #	Min. Score
Elementary Education (Grades 1-6)	5017	153
Principles of Learning & Teaching	5622	160

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	5435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education**

Minimum required credits to graduate with a secondary professional education degree: 125

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor (major and minor vary in credits). Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment.....	3 SH
EDUC 398	Secondary Education Field Experience	
	Co-requisite with 481-485***	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Electronic Portfolio, Assessment and Seminar ..	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area.....	3 SH
EDUC 480	General Methods for Secondary Educators	
	(Spring semester only)	2 SH

Secondary Methods

Each 2 SH

EDUC 481: English
EDUC 482: Health & PE
EDUC 483: Mathematics
EDUC 484: Science
EDUC 485: Social Science

8 AM to 1 PM on Tuesdays and Thursdays must be reserved

PSYC 255	Child and Adolescent Psychology	3 SH
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Total 36 SH

Essential Studies	36 SH
Institutional Requirements	5 SH
Secondary Professional Education Courses	37 SH
*Composite in Biology Education	57 SH
*Composite in Chemistry Education	53 SH
*Composite in Social Science Education	43 SH
English Education	34 SH
Geography Education	32 SH
Health Education	32 SH
History Education	34 SH
Math Education	29 SH
Physical Education	38 SH
Special Education	42 SH
Minors	18-32 SH
Total	125-135 SH

*No minor required

** This information can also be located with each Secondary Education major (e.g., BSSED-Biology Composite; BSSED-Social Science Composite).

*** Double majors must register for one semester hour of credit per methods course.

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 481	Secondary Methods for English	2 SH
EDUC 482	Secondary Methods for Health & Physical Education	2 SH
EDUC 483	Secondary Methods for Mathematics	2 SH
EDUC 484	Secondary Methods for Science	2 SH
EDUC 485	Secondary Methods for Social Science	2 SH

The following course shall be taken **concurrently**: EDUC 398-Secondary Education Field Experience (One semester hour of credit per methods course).

No other classes may be scheduled during this block of time:

Tuesdays and Thursdays

8:00 a.m. – 1:00 p.m.

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

Major: Special Education

Required credits to graduate with this dual certification/double major degree:

Early Childhood Special Education	169
Elementary Special Education	151-153
Secondary Special Education	152-180

Students desiring certification as an entry level special educator (strategist) must complete the essential studies requirements for the baccalaureate degree and double major in both professional education (early childhood, elementary or secondary) and special education. Professional education core requirements are established for early childhood education, elementary education and secondary education degrees. Secondary education requires additional study in the content area of choice. Special education majors must complete at least 5 semester hours of student teaching in special education in addition to the 10 semester hour core requirement. The special education major is offered both entirely online and through a hybrid of online and on campus courses; the major can also be added to existing baccalaureate degrees with a minimum of 30 unduplicated additional credits.

Special Education majors must complete 36 hours of essential studies with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111 and follow all prerequisites for their respective certification level and the Teacher Education program. Secondary majors may include additional essential studies prerequisites. See appropriate major.

*A cumulative GPA of 2.75 must be earned in teaching majors and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Student Learning Outcomes:

- SLO 1: Students will demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
- SLO 2: Students will observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs.
- SLO 3: Students will apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in education settings.
- SLO 4: Students will demonstrate professional and ethical practice through collaborative interactions.

Early Childhood Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
SPED 336	Social and Emotional Development and Guidance in ECE	3 SH
SPED 337	Special Needs in ECE	3 SH
SPED 338	Home, School and Community Relations	3 SH
SPED 340	Assessment and Documentation in Infant and Toddler Programs	3 SH
SPED 343	Classroom Modifications.....	3 SH
SPED 344	Augmented and Alternative Communication.....	3 SH
SPED 389	Foundations of Special Education	3 SH
SPED 330	Behavior Modification and Management	3 SH
SPED 396	Special Education Law	3 SH
SPED 497	Special Needs Internship in ECE.....	2 SH
SPED 400B	Student Teaching	5 SH

Sub-total 35 SH

Elementary Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
SPED 330	Behavior Modification and Management	3 SH
SPED 338	Home, School, Community Relations	3 SH
SPED 350	Remedial Reading	3 SH
SPED 351	Remedial Reading Practicum	1 SH
SPED 382	Intellectual Disabilities	3 SH
SPED 383	Intellectual Disabilities Practicum	2 SH
SPED 384	Emotional Disturbance.....	3 SH
SPED 385	Emotional Disturbance Practicum.....	2 SH
SPED 386	Learning Disabilities	3 SH
SPED 387	Learning Disabilities Practicum.....	2 SH
SPED 389	Foundations of Special Education	3 SH
SPED 396	Special Education Law	3 SH
SPED 397	Assessment of Students with Disabilities	3 SH
	1 Elective from approved courses	1-3 SH
SPED 400B	Student Teaching Special Education	5 SH

Sub-total 41-43 SH

Secondary Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
MATH 307	Math Strategies in Elem./Middle School	3 SH
SPED 318	Reading in the Elementary School	3 SH
SPED 330	Behavior Modification and Management	3 SH
SPED 350	Remedial Reading	3 SH
SPED 351	Remedial Reading Practicum	1 SH
SPED 382	Intellectual Disabilities	3 SH
SPED 383	Intellectual Disabilities Practicum	2 SH
SPED 384	Emotional Disturbance	3 SH
SPED 385	Emotional Disturbance Practicum	2 SH
SPED 386	Learning Disabilities	3 SH
SPED 387	Learning Disabilities Practicum	2 SH
SPED 389	Foundations of Special Education	3 SH
SPED 395	Transition	2 SH
SPED 396	Special Education Law	3 SH
SPED 397	Assessment of Students with Disabilities	3 SH
SPED 400B	Student Teaching	5 SH

Sub-total 45 SH

Secondary Special Education Core 45 SH

Secondary Professional Education Core 37 SH

Secondary Professional Education

Composite in Biology Education	57 SH
Composite in Chemistry Education	53 SH
Composite in Social Science Education	43 SH
English Education	34 SH
Geography Education	32 SH
Health Education	32 SH
History Education	34 SH
Mathematics Education	29 SH
Physical Education	38 SH
Essential Studies	36 SH
Institutional Requirements	5 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250.

Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.

- Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
- Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
- Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
- Earn 32 semester hours of coursework.
- Attain a cumulative grade point average of 2.75.
- Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements;
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete 10 semester hours of full time student teaching (content area) and 5 SH of part time student teaching (special education). If seeking additional endorsements, students will be required to complete an additional 5 SH.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each **teaching major** and **minor** or **area of specialization**;
3. A minimum grade point average of 2.75 in **all professional course work**;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work required in the teaching major and minor;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework; A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Early Childhood Education

Content Test	Computer Test #	Min. Score
Early Childhood Education (Birth-Grade 3)	5022	158
Principles of Learning & Teaching	5621	157

Elementary Education

Content Test	Computer Test #	Min. Score
Elementary Education (Grades 1-6)	5017	153
Principles of Learning & Teaching	5622	160

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	5435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

Special Education

*See Advisor or Division Administrative Coordinator

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Minor: Early Childhood Education

Students completing a minor in this program with the Elementary Education major are eligible for certification as a kindergarten teacher when EDUC 436-Kindergarten Methods, the following courses, and a kindergarten student teaching experience (5 S.H.) are completed. Without kindergarten student teaching and EDUC 436, the Early Childhood minor will be considered a non-teaching minor.

Core Requirements:

EC 210	Introduction to ECE.....	3 SH
EC 211	Observations, Assessment, and Interpretation Techniques	3 SH
EC 313	Language and Literacy in ECE	3 SH
EC 333	Pre-K Methods/Materials	3 SH
EC 336	Social and Emotional Development and Guidance in ECE	3 SH
SPED 337	Special Needs in ECE	3 SH
EC 338	Home, School, Community Relations	3 SH
EC 376	Field Experience in ECE	1 SH
<i>Select 3 credits from the following:</i>		
EC 412	Diversity and Professionalism in ECE	3 SH
EC 418	Technology, Math and Science	3 SH
Total (non-teaching)		25 SH
EDUC 436	Kindergarten Methods	2 SH
EDUC 400A	Kindergarten Student Teaching	5 SH
Total (teaching)		32 SH

Minor: Music Education

Mayville State University had a long tradition in the area of Music Education until the 1990's. The North Dakota State Board of Higher Education approved the Music Education minor on November 4, 2010. North Dakota Education Standards and Practices Board (ESPB) approved the music minor equivalency endorsement for Mayville State University in August, 2013.

This minor has been designed to complement an Elementary Education major, but it could be compatible with such majors as Business Administration, CIS, Fitness and Wellness, and Communication. Students pursuing the Music Education Minor must take EDUC 400A and MUSC 380.

Students completing the Music Education minor with a teaching major (such as Elementary Education) can apply to ESPB for a music minor equivalency endorsement. Two types of endorsements are available - Music Education: Instrumental and Music Education: Composite. It is the students' responsibility to apply for this endorsement. The endorsement form can be found on the ND ESPB website, www.espb.org.

Students must complete one of two areas:

Core Requirements: (Pre-requisite HUM 220)

MUSC 101	Music Fundamentals.....	3 SH
MUSC 122	Music Theory I	3 SH
MUSC 124	Music Theory II	3 SH
MUSC 200	Music in America.....	3 SH
MUSC 250	Keyboard I	1 SH
MUSC 251	Keyboard II and Piano Proficiency.....	1 SH
MUSC 255	Ear Training/Sight Singing I	2 SH
MUSC 256	Ear Training/Sight Singing II	2 SH
MUSC 323	Music for Elementary Teachers.....	2 SH
MUSC 328	Basic Conducting.....	2 SH
MUSC 450	Elementary and Middle School Music Methods and Materials	2 SH
Sub-total		24 SH

Additional Courses - Vocal

MUSC 127	Applied Lessons - vocal	1 SH
MUSC 215	Concert Choir.....	1 SH
MUSC 325	Instrumental/Choral Arranging	3 SH
MUSC 432	Vocal Pedagogy.....	3 SH

Sub-total 8 SH

Additional Courses - Instrumental

MUSC 128	Applied Lessons - Instrumental	1 SH
MUSC 205	Jazz Ensemble (Stage Band)	1 SH
MUSC 210	Concert Band.....	1 SH
MUSC 321	Instrumental Pedagogy - Brass	1 SH
MUSC 322	Instrumental Pedagogy - Woodwind.....	1 SH
MUSC 324	Instrumental Pedagogy - Percussion.....	1 SH
MUSC 325	Instrumental/Choral Arranging	3 SH

Sub-total 9 SH

Minor: Special Needs

This minor compliments all education majors (i.e., early childhood, elementary, secondary) and potential service providers (i.e., health care, fitness and wellness). It provides the breadth and depth of content and methods necessary to provide developmentally appropriate supports for a variety of individuals with special needs in multiple settings. Students seeking this minor have flexibility to adapt their program to fit career goals/interests through selecting appropriate elective courses. This minor will NOT lead to certification for special education, but coursework may be applied to a special education teaching major.

Core Requirements:

EDUC 338	Home, School, Community Relations	3 SH
SPED 389	Foundations of Special Education	3 SH
EDUC 390	Special Needs in an Inclusive Environment.....	3 SH
EDUC 497	Special Needs Internship (60 clock hours)	2 SH

Total 11 SH

Electives: (minimum 9 SH)

EC/EDUC 211	Observations, Assessment, and Interpretation Techniques.	3 SH	SPED 382	Intellectual Disabilities	3 SH
EC/EDUC/SPED 336	Social/Emotional Guidance in ECE	3 SH	SPED 383	Intellectual Disabilities Practicum	1 SH
EC/EDUC/SPED 337	Special Needs in ECE	3 SH	SPED 384	Emotional Disturbance.....	3 SH
EC 341	Learning Environments for Infants and Toddlers.....	3 SH	SPED 385	Emotional Disturbance Practicum.....	1 SH
EC/EDUC/SPED 343	Classroom Modifications	3 SH	SPED 386	Learning Disabilities	3 SH
EC/EDUC/SPED 344	Augmented and Alternative Communication	3 SH	SPED 387	Learning Disabilities Practicum.....	1 SH
EC 412	Diversity/Professionalism in ECE	3 SH	SPED 388	Autism Spectrum Disorder.....	3 SH
EDUC 203	Sign Language.....	4 SH	SPED 395	Transition	2 SH
EDUC/SPED 350	Remedial Reading	3 SH	SPED 396	Special Education Law	3 SH
EDUC/SPED 351	Remedial Reading Practicum	1 SH	SPED 397	Assessment of Students with Disabilities	3 SH
EDUC/SPED 497	Internship	1-4 SH	PSYC/SPED 330	Behavior Modification and Management...	3 SH
HPER 333	Physical Education for the Exceptional Child	3 SH	PSYC 370	Psych of Abnormal Behavior.....	3 SH
			PSYC 360	Intro to Personality Theory.....	3 SH
			SOC 130	Intro to Human Services	3 SH

Total 20 SH

Kindergarten Endorsement

Kindergarten endorsement is available only to elementary teachers who are licensed. The following courses are to be completed:

EC 210	Intro to ECE	3 SH
EC 211	Observations, Assessment, and Interpretation Techniques	3 SH
EC 313	Language and Literary in ECE.....	3 SH
EDUC 436	Kindergarten Methods	2 SH
SPED 337	Special Needs in ECE	3 SH

NOTE: ESPB administrative rules are available on the ESPB Website:
<http://www.nd.gov/espb/licensure/majorequivreq.html>.

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

Middle School Endorsement

Endorsement for teaching in middle school is available on a voluntary basis to teachers licensed to teach elementary grades 1-6 or to specialty areas licensed to teach grades 1-12. Elementary teachers licensed to teach grades 1-6 must complete the middle school endorsement to teach in grades 7-9. The middle school endorsement is mandatory for teachers licensed for grades 7-12 to qualify for work with grades 5-6 in the subject field(s) of their licensure.

EDUC 426/ENGL 426	Reading in the Content Area	3 SH
PSYC 255	Child and Adolescent Psychology.....	3 SH
EDUC 430	Foundations of the Middle School	2 SH
EDUC 435	Middle School Methods/Materials.....	3 SH
Field Experience in an approved middle school setting	20 clock hours	
or Student teaching in a middle school setting	5 SH	

Major equivalency endorsement for middle level teachers grades five through eight:

New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of twenty-four (24) semester hours of content area preparation and methods in the subject area specializations in which they are teaching, or may demonstrate major equivalency in subject areas as noted in the ESPB administrative rules.

Middle School English Education Grades 5-8

COMM 110	Fundamentals of Public Speaking	3 SH
EDUC 318	Reading in the Elementary School	3 SH
EDUC 398	Secondary Education Field Experience.....	1 SH
EDUC 481	Secondary Methods for English.....	2 SH
ENGL 260	American Literature Masterpiece.....	3 SH
ENGL 392	Advanced Grammar.....	3 SH
ENGL 340	Literature of Non-Western World	3 SH
ENGL 408	Advanced Composition.....	3 SH
ENGL 426	Reading in the Content Area.....	3 SH

Total 24 SH

Middle School Mathematics Education Grades 5-8

EDUC 398	Secondary Education Field Experience.....	1 SH
EDUC 483	Secondary Methods for Math.....	2 SH
MATH 103	College Algebra	3 SH
MATH 165	Calculus I.....	4 SH
MATH 323	Probability and Statistics.....	3 SH
MATH 389	Modern Geometry.....	3 SH

Electives to total 24 credits:

MATH 265	Calculus III	4 SH
MATH 420	History and Philosophy of Math.....	3 SH
MATH 435	Theory of Numbers	3 SH
MATH 443	Algebraic Structures with Programming for Majors	3 SH

Total 24 SH

Middle School Science Education Grades 5-8

ASTR 150	Meteorology	3 SH
ASTR 150L	Meteorology Lab	1 SH
BIOL 150	General Biology I	3 SH
BIOL 150L	General Biology I Lab	1 SH
BIOL 151	General Biology II	3 SH
BIOL 151L	General Biology II Lab	1 SH
CHEM 121	Chemistry I.....	3 SH
CHEM 121L	Chemistry I Lab.....	1 SH
EDUC 398	Secondary Education Field Experience.....	1 SH
EDUC 484	Secondary Methods for Science.....	2 SH
GEOG 115	Introductory Geology	3 SH
GEOG 115L	Introductory Geology Lab	1 SH
PHYS 110/PHYS 110L	Astronomy & Lab	4 SH
or PHYS 221/ PHYS 221L	Physics I and Lab	4 SH

Total 27 SH

Middle School Social Studies Education Grades 5-8

Prerequisites: ECON 105, GEOG 103, SOC 110

EDUC 324	North Dakota Studies.....	1 SH
EDUC 398	Secondary Education Field Experience.....	2 SH
EDUC 485	Secondary Methods for Social Science	2 SH
GEOG 262	Geography of North America	3 SH
GEOG 263	ND Geography.....	3 SH
GEOG 300	World Regional Geography and Anthropology ..	3 SH
HIST 101	Western Civilization	3 SH
HIST 103	U.S. to 1877.....	3 SH
History Electives	4 SH

Total 24 SH

Note: A list of approved middle schools is available from the Education Standards and Practice Board (ESPB).

ESPB administrative rules are available on the ESPB Website: www.nd.gov/espb/licensure/majorequivreq.html.

Title I Certificate of Completion

Elementary Education students completing this certificate can apply to the North Dakota Department of Public Instruction for a Reading Credential Elementary (Grades K-6). Secondary Education students in English, Social Studies, or Science completing this certificate can apply to North Dakota DPI for a Secondary Generalist Credential (Grades 7-12). Students must complete the three required courses listed below:

EDUC 350	Remedial Reading	3 SH
EDUC 351	Remedial Reading Practicum	2 SH
ENGL 426	Reading in the Content Area	3 SH

It is the student's responsibility to apply for the credential. Applications should be submitted simultaneously with the teacher certification application. The application for a Title I credential can be downloaded at: www.dpi.state.nd.us.

Major: Studies in Education Bachelor of Arts

Required credits to graduate with this degree: 120

In addition to the essential studies requirements for the baccalaureate degree, majors in Studies in Education are required to complete the core of courses specified below. They also must complete the major and a certificate, minor, or second major offered by any one of the disciplines of the University with a minimum of 16 SH. Students must also complete 5 SH of Mayville State University's Institutional and Technology requirements.

Studies in Education majors complete 36 hours of essential studies with a minimum grade of "C" for the following courses: including COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, PSYC 111. Additional prerequisites include SCNC 101 and SCNC 101L, SCNC 102 and SCNC 102L, and a history course, preferably HIST 103 or HIST 104.

Students are required to earn a "B" in EDUC 250 and EDUC 298 and a "C" in PSYC 255. Students must complete the application process for Teacher Education but do not have to be fully admitted. Beneficial minors would be early childhood or special education.

Those majoring in Studies in Education would be prepared to offer an invaluable service to the teachers in the public school system based on the knowledge, skills, and dispositions that they have developed. This major is primarily for students who want to work in an educational setting. It should be noted that students will not be fully admitted to teacher education and will not qualify for teacher licensure with this degree. From a personal perspective, they may choose to be team members; they may not be ready to be "in charge." They could add a dimension to the classroom that would richly benefit the teacher and the students as they mature, apply their knowledge and develop the pedagogical skills necessary to meet students' needs. They may return to the University setting to finish their BSEd in Education which will include full admission into teacher education, and an additional 30 hours, with student teaching.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Student Learning Outcomes:

- SLO 1: Students will demonstrate knowledge of concepts and applications of learning theories and assessment techniques from childhood through adolescence.
- SLO 2: Students will demonstrate instructional strategies that are developmentally appropriate for diverse learners.
- SLO 3: Students will apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in education settings.
- SLO 4: Students will participate in opportunities to interact with the community, schools, and society.
- SLO 5: Students will demonstrate professional dispositions to be successful teacher education candidates.

Core Requirements:

EC/EDUC/SPED 338 Home School Community Relations.....	3 SH
EDUC 250 Introduction to Education	2 SH
EDUC 272 Educational Technology	1 SH
EDUC 298 Pre-Professional Field Experience	1 SH
EDUC 317 Children's Literature.....	3 SH
EDUC/SPED 350 Remedial Reading.....	3 SH
EDUC 380 Teaching English Language Learners	1 SH
EDUC 381 Human Relations and Cultural Diversity	3 SH
EDUC 390 Special Needs in an Inclusive Environment.....	3 SH
EDUC 422 Learning Theory and Evaluation	3 SH
EDUC 497 Studies in Education Internship	10 SH
GEOG 300 World Regional Geography and Anthropology ..	3 SH
MATH 277 Math. for Elementary Teachers	3 SH
PSYC 255 Child/Adolescent Psychology	3 SH
PSYC 332 Applied Psychology	3 SH
SCNC 320 Science for Elementary Teachers I.....	3 SH

Sub-total 48 SH

Block I take concurrently:

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

Block I Total 15 SH

Core Requirements + Blocks 63 SH

Essential Studies 36 SH

Institutional Requirements 5 SH

Specialization, Minor, Certificate 16 SH

Total 120 SH

GRADUATE COURSES

Mayville State University is accredited by the Higher Learning Commission (a Commission of the North Central Association of Colleges and Universities) and by the National Council for the Accreditation of Teacher Education (NCATE). In 2011 the North Dakota State Board of Higher Education approved Mayville State University's request to offer graduate credit in Education and Library Media and Information Science (LMIS). The Higher Learning Commission approved offering five transferable courses and five non-transferable courses in education and library science.

The courses are based on the needs of certified educators who will take graduate courses as part-time students. Cohort groups of educators will complete the courses offered on a rotational basis. Mayville State University will articulate the graduate courses with graduate degree granting institutions.

Recertification requirements in North Dakota for Library Credentials LM02 and LM03 require graduate credit. Mayville State University will provide the newest innovations in technology to assure that educators master competencies and practice application in real-world settings.

Student Learning Outcomes:

- SLO 1: Apply content knowledge, pedagogical knowledge, and research results in carrying out teaching responsibilities.
- SLO 2: Utilize research-based strategies concerning instructional and assessment.
- SLO 3: Use technology with students as a means to discover, apply, and communicate knowledge and information.
- SLO 4: Develop professionally through reflective practice and active analysis in school-based experiences,
- SLO 5: Value diversity as a central element in educational settings.

EDUC 599 ST: STEM Teaching Strategies 2 SH

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

Note: Future graduate courses are in development. Please contact the Chair of the Division of Education and Psychology.

ENGLISH/ENGLISH EDUCATION

Division of Liberal Arts

The Division of Liberal Arts supports the university's mission through the English program, which is cognizant of the serious problems facing the student today due to the decline of language skills. The English Department emphasizes mastery of the basic language skills needed for students to learn efficiently and to express themselves clearly. Freshman composition courses develop the ability to understand the tools of the language and to use them with facility and accuracy.

The English major/minor program emphasis is placed on the development of a sense of literary appreciation and judgment. All courses include writing assignments. The core requirements provide a comprehensive overview of basic materials. The elective courses allow in-depth studies of specialized areas. Through the upper level courses, students are expected to work toward a sense of real comprehension and mastery of the subject, an understanding that will provide a solid intellectual foundation in the entire area of language arts.

The English Department encourages students to take a different instructor if they are repeating a course.

Students should ascertain their instructor's opinions of appropriate use of notebook computers during classes. Students should check university policies in relationship to computer use, which can be found on in the Student Handbook.

Major: English Education Bachelor of Science in Education

Minimum required credits to graduate with this degree: 130

English Education majors complete 36 hours of essential studies courses to include: COMM 110, ENGL 110, ENGL 120 or ENGL 125, ENGL 250, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major. Students will also be required to complete at least a minor (varied in credits).

Student Learning Outcomes:

- SLO 1: Graduates will have construed texts from various historical periods, genres and cultures with comprehension and without anachronistic interpretations.
- SLO 2: Graduates will have analyzed topics orally, in writing and with appropriate technology attending to issues of style, theme, structure, language, technique and or versification.
- SLO 3: Graduates will have successfully completed the Praxis English, Literature, Content and Composition examination.
- SLO 4: Graduates will have successfully completed English 325 with its technological component including evaluation of electronic sources.
- SLO 5: Graduates will be able to prepare high school students to meet the English standards for high school graduation previously established by the North Dakota Board of Higher Education.

Core Requirements:

ENGL 220	Intro to Literature	3 SH	ENGL 408	Advanced Composition.....	3 SH
ENGL 260	American Literature Masterpieces	3 SH	ENGL 425	World Literature Seminar.....	3 SH
ENGL 340	Literature of Non-Western World	3 SH	ENGL 460	British Novel.....	3 SH
ENGL 341	Masterpieces of British Literature	3 SH	ENGL 476S	Comprehensive Exam	1 SH
ENGL 360	Shakespeare.....	3 SH	ENGL or COMM	Electives.....	6 SH
ENGL 392	Advanced Grammar.....	3 SH			
					Total 34 SH

The following are required for those students receiving a B.S. Ed. degree and seeking teacher certification for grades 7-12:

1. A grade of "C" or better in each major course.
2. Completion of the major, a minor, and the professional courses required for teacher certification to include the methods course, EDUC 481-Secondary Methods for English and EDUC 398-Secondary Education Field Experience. (See "Education" section)
3. Secondary education majors/minors must also take ENGL 426-Reading in Content Area.

Minor: English Education

English minors after consultation with their advisor must complete seven of the ten required courses in the English Education major to total no less than 21 semester hours. Students preparing to teach in this area must also complete ENGL 426-Reading in the Content Area, EDUC 398-Secondary Education Field Experience and EDUC 481-Secondary Methods for English.

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250.

Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be taken prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including the following classes- ENGL 220: Intro to Literature, ENGL 260: American Literature Masterpieces, ENGL 392: Theory and Practice of Grammar, ENGL 341: Masterpieces of British Literature, and ENGL 360: Shakespeare;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science	5435	150
(recommended for Composite Majors)		
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Minimum required credits to graduate with this degree: 130

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor (varied in credits). Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH	EDUC 401	Elec. Port., Assessment/Seminar	2 SH
EDUC 272	Educational Technology	1 SH	EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 298	Pre-Professional Field Experience	1 SH	EDUC 480	General Methods for Sec. Educ.	2 SH
EDUC 380	Teaching English Language Learners	1 SH		(Spring semester only)	
EDUC 381	Human Relations and Cultural Diversity	3 SH	Secondary Methods		Each 2 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH	EDUC 481	English	
EDUC 398	Secondary Educ. Field Experience	1 SH	ENGL 426	Reading in the Content Area	3 SH
EDUC 400	Student Teaching	10 SH	PSYC 255	Child and Adolescent Psychology	3 SH
					Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 481	Secondary Methods for English	2 SH
EDUC 398	Secondary Education Field Experience	1 SH

No other classes may be scheduled during this block of time:

Tuesdays and Thursdays

8:00 a.m. – 1:00 p.m.

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

Major: English Bachelor of Arts

Required credits to graduate with this degree: 120

English majors complete 36 hours of essential studies courses to include: COMM 110, ENGL 110, ENGL 120 or ENGL 125, ENGL 250, GEOG 103, MATH 103, and PSYC 111, which are pre-requisite courses to this major. Students will also be required to complete at least a minor.

Student Learning Outcomes:

- SLO 1: Graduates will have construed texts from various historical periods, genres and cultures with comprehension and without anachronistic interpretations.
- SLO 2: Graduates will have analyzed topics orally, in writing and with appropriate technology attending to issues of style, theme, structure, language, technique and or versification.
- SLO 3: Graduates will have successfully completed the Praxis English, Literature, Content and Composition examination.
- SLO 4: Graduates will have successfully completed English 325 with its technological component including evaluation of electronic sources.

Course Requirements:

ENGL 220	Intro to Literature	3 SH
ENGL 260	American Literature Masterpieces	3 SH
ENGL 392	Advanced Grammar.....	3 SH
ENGL 340	Literature of Non-Western World	3 SH
ENGL 341	Masterpieces of British Literature	3 SH
ENGL 360	Shakespeare.....	3 SH
ENGL 408	Advanced Composition.....	3 SH
ENGL 425	World Literature Seminar.....	3 SH
ENGL 460	British Novel.....	3 SH
ENGL 476S	Comprehensive Exam	1 SH
ENGL or COMM	Electives.....	6 SH

Total 34 SH

Minor: English

English minors, after consultation with their advisor, must complete seven of the nine required courses in the English major to total no less than 21 semester hours.

Theatre

Theatre courses support the institutional mission by educating and guiding students, as individuals, so that they may realize their full career potential and enhance their lives. Theatre courses provide an environment that reflects the institution's tradition of personal service, commitment to innovative technology-enriched education, and learning relationships with community, employers, and society.

Theatre is a cornerstone of a liberal arts education. Theatre courses help students understand and appreciate the historical, aesthetic, and technical dimensions of the dramatic arts, with the aim of gaining greater cultural and self-awareness. Theatre courses provide students the opportunity to develop abilities useful in many areas of their personal and professional lives, including industrial, technology, management, and communication skills, as well as artistic sensitivity and expression.

GEOGRAPHY

Division of Liberal Arts

The Division of Liberal Arts supports the university's mission through the Geography program. Geography is the study of the character and importance of places. It examines how places are different, how they interact, and how they are integrating in today's shrinking world. The physical environment is studied as the base for understanding the human world and its behavior patterns. It draws from many disciplines including anthropology, political science, history, sociology, economics, geology, meteorology, and soil science in producing a synthesized picture of the world.

Major: Geography Education Bachelor of Science in Education

Minimum required credits to graduate with this degree: 128

Education majors will complete 36 hours of essential studies courses, including COMM 110, ECON 105, ENGL 110, ENGL 120 or ENGL 125, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses for this major. They should also complete all requirements for Secondary Education listed in this catalog, including EDUC 485-Secondary Methods for Social Science, EDUC 398-Secondary Education Field Experience, and EDUC 426-Reading in the Content Area. Students will also be required to complete at least a minor (varied by credits).

Student Learning Outcomes:

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies, and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

Core Requirements:

GEOG 103 Multicultural World, Global Issues.....	3 SH	GEOG 332 The Global Economy and the	
GEOG 115 Introductory Geology	3 SH	Developing World.....	3 SH
GEOG 115L Introductory Geology Lab	1 SH	GEOG 433 Geography of Europe	3 SH
GEOG 262 Geography of North America	3 SH	GEOG 445 Geography Field Trip	3 SH
GEOG 300 World Regional Geography and Anthropology ..	3 SH	GEOG 474 Geographic Information Systems I	3 SH
GEOG 320 Geographic Education 9-12	3 SH	GEOG 480S Geography Comprehensive.....	1 SH
GEOG 322 Environmental Science	3 SH		
			Total 32 SH

Minor: Geography/Geography Education

Bachelor of Science in Education

This minor provides the student with the information base required working with geographic elements in any basic workplace setting. Geography minors complete 21 semester hours. Students wishing to acquire a Geography Education minor equivalency endorsement must take an additional three hours of electives.

Students taking the Geography Education minor will be expected to take EDUC 398-Secondary Education Field Experience, EDUC 426-Reading in the Content Area, and EDUC 485-Secondary Methods for Social Science.

Core Requirements:

GEOG 103	Multicultural World, Global Issues.....	3 SH
GEOG 262	Geography of North America	3 SH
GEOG 300	World Regional Geography and Anthropology ..	3 SH
GEOG 332	The Global Economy and the Developing World.....	3 SH
GEOG 433	Geography of Europe	3 SH
GEOG 474	Geographic Information Systems I	3 SH
Geography Electives	3 SH

Total 21 SH

Alternative Courses (with consent of advisor)

GEOG 115	Introductory Geology	3 SH
GEOG 115L	Introductory Geology Lab	1 SH
GEOG 320	Geography Education 9-12.....	3 SH
GEOG 322	Environmental Science	3 SH
GEOG 445	Geography Field Trip	1-3 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250.

Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.

- Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
- Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
- Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
- Earn 32 semester hours of coursework.
- Attain a cumulative grade point average of 2.75.
- Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including the following classes-GEOG 103 Multicultural World, Global Issues, GEOG 300 World Regional Geography and Anthropology, GEOG 332 The Global Economy and the Developing World, GEOG 433 Geography of Europe;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science	5435	150
(recommended for Composite Majors)		
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Minimum required credits to graduate with this degree: 128

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor (varied in credits). Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 398	Secondary Educ. Field Experience	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Elec. Port., Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area	3 SH
EDUC 480	General Methods for Sec. Educ.	2 SH
	(Spring semester only)	

Secondary Methods Each 2 SH

EDUC 485 Social Science

PSYC 255 Child and Adolescent Psychology 3 SH

Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 485	Secondary Methods for Social Science	2 SH
EDUC 398	Secondary Education	
	Field Experience	1 SH

No other classes may be scheduled during this block of time:

Tuesdays and Thursdays

8:00 a.m. – 1:00 p.m.

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

HEALTH, PHYSICAL EDUCATION and RECREATION

Major: Health Education (Bachelor of Science in Education)

Minimum required credits to graduate with this degree: 128

Candidates for teaching certification must complete the secondary core required for teacher certification to include EDUC 398-Secondary Education Field Experience and EDUC 482-Secondary Methods for Health and Physical Education and EDUC 426-Reading in the Content Area. A student majoring in Health Education must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation. Students will also be required to complete at least a minor (varied by credits).

Health Education majors complete 36 hours of essential studies, including BIOL 111/111L or BIOL 150/150L, BIOL 220/220L, GEOG 103, PSYC 111, SOC 110 and HPER 210 which are pre-requisite courses to this major.

HPER 100-Concepts of Fitness and Wellness is an institutional requirement.

Student Learning Outcomes:

SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.

SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

Core Requirements:

BIOL 221	Anatomy and Physiology II	3 SH
BIOL 221L	Anatomy and Physiology II Lab	1 SH
HPER 217	Personal and Community Health	2 SH
HPER 222	Nutrition	3 SH
HPER 310	Foundations & History of Health Physical Education and Sports	2 SH
HPER 332	Comprehensive Health Education for K-12	3 SH
HPER 340	Modern Issues and Materials in Health	3 SH
HPER 368	Principles of Conditioning	3 SH
HPER 402	Exercise Physiology	4 SH
HPER 476S-A	Comprehensive Review/Exam- Health/Health Education	1 SH
PSYC 450	Health Psychology	3 SH
SOC 335	Marriage and the Family	3 SH
SOC 355	Drugs and Society	3 SH

Total 34 SH

Major: Physical Education (Bachelor of Science in Education)

Minimum required credits to graduate with this degree: 134

Candidates for teacher certification must complete the secondary education core required for teacher certification (see "Education" section of this catalog) to include EDUC 398-Secondary Education Field Experience and EDUC 482-Secondary Methods for Health and Physical Education and EDUC 426-Reading in the Content Area. Students seeking K-12 certification in Physical Education must complete HPER 319 and a student teaching experience at both the elementary and secondary levels. The division recommends that all physical education majors complete the additional HPER courses needed to complete the coaching minor and the Developmental Adapted Physical Education (DAPE) minor. Students who major in Physical Education are strongly advised to select a second teaching major. A student majoring in physical education must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation. Students will be required to complete at least a minor (varied in credits).

B.S. Ed.: Physical Education majors complete 36 hours of essential studies, including BIOL 111/111L or BIOL 150/150L, BIOL 220/220L, GEOG 103, PSYC 111 and HPER 210 which are pre-requisite courses to this major.

HPER 100-Concepts of Fitness and Wellness is an institutional requirement.

Student Learning Outcomes:

SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.

SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

Core Requirements:

HPER 120	Racquet Sports	1 SH	HPER 402	Exercise Physiology	4 SH
HPER 206	Social/Folk Dance	1 SH	HPER 415	Evaluation of Psychomotor Performance	3 SH
HPER 207	Prevention and Care of Injuries	3 SH	HPER 440	Organization and Administration of Physical Education and Athletics	2 SH
HPER 209	Rhythms and Tumbling	1 SH	HPER 441	Applied Kinesiology	3 SH
HPER 217	Personal and Community Health	2 SH	HPER 476S-B	Comprehensive Review/Exam- Physical Education	1 SH
HPER 219	Lifeguard Training	1 SH	Select one credit from the following:		
HPER 222	Nutrition	3 SH	HPER 130	Spring Outdoor Pursuits	1 SH
HPER 233	Individual Fitness	1 SH	HPER 131	Fall Outdoor Pursuits	1 SH
HPER 310	Foundations and History of Physical Education and Sports	2 SH	HPER 135	Golf	1 SH
HPER 319	Health and Physical Education in the Elementary School	2 SH	HPER 153	Recreational Sports	1 SH
HPER 333	Physical Education for the Exceptional Child	2 SH	Total 38 SH		
HPER 350	Motor Learning	2 SH			
HPER 370	Fitness/Sports Teaching Techniques	3 SH			

Emergency Response Certificate of Completion

Students who earn the certificate of completion in Emergency Response will be versed in a broad area of care for individuals following injury, illness, or trauma. Students will have the opportunity to earn three national certifications: the American Heart Association Basic Life Saving for Professional Rescuers, American Red Cross Lifeguard Training, and Emergency Medical Technician. The Prevention and Care of Injuries course will round out the student's experience in how to treat common injuries that are suffered by an active population.

HPER 207	Prevention and Care of Injuries	3 SH
HPER 210	First Aid and CPR	1 SH
HPER 219	Lifeguard Training	1 SH
HPER 302	Emergency Medical Technician	3 SH

The Emergency Response Certificate of Completion consists of four courses that will give the student the knowledge and skills needed to deal with a wide range of medical situations.

Minor: Health/Health Education

Health Education minors complete the essential studies requirements plus the program requirements listed below. Candidates for teaching certification must complete the secondary core required for teacher certification to include EDUC 398-Secondary Education Field Experience and EDUC 482-Secondary Methods for Health and Physical Education, and EDUC 426-Reading in the Content Area.

Core Requirements: (Pre-requisites: BIOL 111/111L or BIOL 150/150L,

BIOL 220/200L, PSYC 111, SOC 110 and HPER 210)

HPER 217	Personal and Community Health	2 SH	HPER 340	Modern Issues and Materials in Health	3 SH
HPER 222	Nutrition	3 SH	HPER 402	Exercise Physiology	4 SH
HPER 233	Individual Fitness	1 SH	PSYC 450	Health Psychology	3 SH
HPER 310	Foundations & History of Health Physical		SOC 335	Marriage and the Family	3 SH
	Education and Sports	2 SH	or SOC 355	Drugs and Society	3 SH
HPER 332	Comprehensive Health Education for K-12	3 SH			
					Total 24 SH

Minor: Coaching

This minor does not qualify a student to teach physical education. It is recommended that all Physical Education majors and minors complete the additional HPER courses required for this minor to qualify for a coaching certificate in those states that require such certification. The coaching minor will give the student a more comprehensive understanding of the many facets of coaching.

Core Requirements: (Pre-requisites: BIOL 111/111L or BIOL 150/150L, BIOL 220/220L and HPER 210)

HPER 207	Prevention and Care of Injuries	3 SH
HPER 222	Nutrition	3 SH
HPER 233	Individual Fitness	1 SH
HPER 321	Foundations and Methods of Coaching	2 SH
HPER 360	Sport and Exercise Psychology	2 SH
or HPER 380	Sport Sociology	2 SH
HPER 402	Exercise Physiology	4 SH
HPER 440	Organization and Administration of	
	Physical Education and Athletics	2 SH
HPER 441	Applied Kinesiology	3 SH
HPER 442	Field Experience and Practicum	2 SH
or HPER 485	Summer Camp Leadership	2 SH

Sub-total 22 SH

Coaching Methods: (Choose four SH from the following)

HPER 361	Football Coaching and Officiating	2 SH
HPER 362	Basketball Coaching and Officiating	2 SH
HPER 363	Track/Field Coaching and Officiating	2 SH
HPER 364	Baseball/Softball Coaching and Officiating	2 SH
HPER 366	Volleyball Coaching and Officiating	2 SH

Total 26 SH

Minor: Developmental Adapted Physical Education (DAPE)

This minor will provide the necessary information and practical experience necessary for the development and maintenance of quality physical education service for pre-kindergarten through grade 12 students who have special education needs in the areas of physical fitness and gross motor skills.

A student pursuing a minor in DAPE would be required to have a teaching major and complete the curriculum listed below.

Core Requirements: (Pre-requisites: BIOL 220/220L)

SPED 337	Special Needs in ECE	3 SH
SPED 389	Foundations of Special Education	3 SH
EDUC 390	Special Needs in an Inclusive Environment.....	3 SH
HPER 333	Physical Education for the Exceptional Child	2 SH
HPER 350	Motor Learning.....	2 SH
HPER 415	Evaluation of Psychomotor Performance	3 SH
HPER 443	Adapted Physical Education Practicum (Grades Pre-K-6)	1 SH
HPER 444	Adapted Physical Education Practicum (Grades 7-12)	1 SH
Total 18 SH		

Minor: Physical Education

Candidates for secondary teacher certification must also complete EDUC 398-Secondary Education Field Experience, EDUC 482-Secondary Methods for Health and Physical Education, and EDUC 426-Reading in the Content Area. Students seeking K-12 certification in Physical Education must complete HPER 319-Health and Physical Education in the Elementary School. Additionally student teaching must include experience at both the elementary and secondary levels. Students completing this minor are strongly advised to complete the additional HPER courses that are needed to complete the coaching minor.

A student pursuing a minor in Physical Education would be required to have a teaching major and complete the curriculum listed below.

Core Requirements: (Pre-requisites: BIOL 111/111L or

BIOL 150/150L, BIOL 220/220L and HPER 210)

HPER 206	Social/Folk Dance.....	1 SH
HPER 209	Rhythms and Tumbling	1 SH
HPER 310	Foundations and History of Physical Education and Sports	2 SH
HPER 333	Physical Education for the Exceptional Child	2 SH
HPER 370	Fitness/Sports Teaching Techniques	3 SH
HPER 402	Exercise Physiology.....	4 SH
HPER 415	Evaluation of Pscychomotor Performance	3 SH
HPER 440	Organization and Administration of Physical Education and Athletics	2 SH
Sub-total 18 SH		

Movement Skills: (Select one course from the following)

HPER 120	Racquet Sports	1 SH
HPER 130	Spring Outdoor Pursuits	1 SH
HPER 131	Fall Outdoor Pursuits	1 SH
HPER 135	Golf	1 SH
HPER 153	Recreational Sports	1 SH

Aquatics: (Select one course from the following)

HPER 219	Lifeguard Training	1 SH
HPER 263	Swimming and Basic Water Safety.....	1 SH
HPER 265	Water Safety Instructor	2 SH

Total 20 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including HPER 210 First Aid and CPR;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	5435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Minimum required credits to graduate with this degree: 128 (Health) 134 (PE)

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor (varied in credits). Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 398	Secondary Educ. Field Experience	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Electronic Portfolio, Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area	3 SH
EDUC 480	General Methods for Sec. Educ.	2 SH
	(Spring semester only)	

Secondary Methods Each 2 SH

EDUC 482	Health and Physical Education	
PSYC 255	Child and Adolescent Psychology	3 SH

Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 482	Secondary Methods for Health and Physical Education	2 SH
EDUC 398	Secondary Education Field Experience	1 SH

**No other classes may be scheduled during this block of time:
Tuesdays and Thursdays
8:00 a.m. – 1:00 p.m.**

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

Major: Fitness and Wellness (Bachelor of Science)

Required credits to graduate with this degree: 120

The Fitness and Wellness major will prepare students to assume roles of fitness and wellness professionals for private business and industries, community organizations, and health care facilities. The Fitness and Wellness graduates will become effective and knowledgeable instructors, providing a safe and rewarding experience for people of all ages. Job responsibilities may include personal training, fitness testing, exercise prescription, development and implementation of health and fitness programs and designing and instructing group exercise programs. This major is also designed to prepare for graduate study in numerous areas of exercise and sport science.

Fitness and Wellness majors complete 36 hours of essential studies courses including: BIOL 111/111L or BIOL 150/150L, BIOL 220, HPER 210. PSYC 111 and SOC 110 are prerequisites to some wellness electives. HPER 100-Concepts of Fitness and Wellness is an institutional requirement. Those interested in this degree must complete the 42 hour core along with the 13 hour Internship and Wellness hours. Students must also complete either of the two specializations: Fitness Pedagogy or Exercise Science.

A student majoring in Fitness and Wellness must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

Student Learning Outcomes:

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

Core Requirements:

BIOL 221	Anatomy and Physiology II	3 SH
BIOL 221L	Anatomy and Physiology II Lab	1 SH
HPER 207	Prevention and Care of Injuries	3 SH
HPER 217	Personal and Community Health	2 SH
HPER 222	Nutrition	3 SH
HPER 233	Individual Fitness	1 SH
HPER 310	Foundations and History of Physical Education and Sports	2 SH
HPER 340	Modern Issues and Materials in Health	3 SH
HPER 350	Motor Learning	2 SH
HPER 368	Principles of Conditioning	3 SH
HPER 402	Exercise Physiology	4 SH
HPER 415	Evaluation of Psychomotor Performance	3 SH
HPER 430	Methods of Appraisal, Testing and Prescription of Exercise	3 SH
HPER 441	Applied Kinesiology	3 SH
HPER 465	Sport Law	3 SH
SPED 389	Foundations of Special Education	3 SH

Total 42 SH

Internship/Wellness

HPER 476S-D Comprehensive Review/Exam- Fitness and Wellness	1 SH
HPER 497S Internship	2 SH

Wellness Electives: (Select 10 SH from the following)

HPER 302	Emergency Medical Technician (EMT)	3 SH
HPER 332	Comprehensive Health Education for K-12	3 SH
HPER 360	Sport and Exercise Psychology	2 SH
HPER 380	Sports Sociology	2 SH
HPER 390	Facilities and Design Management	3 SH
PSYC 255	Child and Adolescent Psychology	3 SH
PSYC 280	Group Dynamics	3 SH
PSYC 361	Social Psychology	3 SH
PSYC 450	Health Psychology	3 SH
SOC 335	Marriage and the Family	3 SH
SOC 351	Sociology of Aging	3 SH
SOC 355	Drugs and Society	3 SH

Total 13 SH

Specializations:

Students must also complete either of the two specializations below.

Fitness Pedagogy

HPER 120	Racquet Sports	1 SH
HPER 319	Health and PE in Elementary School.....	2 SH
HPER 333	Physical Education for the Exceptional Child	2 SH
HPER 342	Physical Activity Instruction of Older Adults	3 SH
HPER 370	Fitness/Sports Teaching Techniques	3 SH
HPER	1 hr Aquatics from	
	HPER 219, HPER 263, HPER 265.....	1 SH

Electives: (Select 4 SH from the following)

HPER 130	Spring Outdoor Pursuits	1 SH
HPER 131	Fall Outdoor Pursuits	1 SH
HPER 135	Golf	1 SH
HPER 153	Recreational Sports	1 SH
HPER 206	Social/Folk Dance.....	1 SH
HPER 315	Movement Education in Early Childhood.....	2 SH

Total 16 SH

Exercise Science

CHEM 121	General Chemistry I.....	3 SH
CHEM 121L	General Chemistry I Lab.....	1 SH
CHEM 122	General Chemistry II	3 SH
CHEM 122L	General Chemistry II Lab.....	1 SH
MATH 323	Probability and Statistics.....	3 SH
PHYS 211	College Physics I	3 SH
PHYS 211L	College Physics I Lab	1 SH
PHYS 212	College Physics II	3 SH
PHYS 212L	College Physics II Lab	1 SH

Total 19 SH

Major: Health (Bachelor of Science)

Required credits to graduate with this degree: 120

Health majors complete 36 hours of essential studies, plus the program requirements listed below. A student majoring in Health must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation. This program requires a minor or a second major.

Health majors complete 36 hours of essential studies, including BIOL 111/111L or BIOL 150/150L, BIOL 220/220L, PSYC 111, SOC 110 and HPER 210 which are pre-requisite courses to this major.

HPER 100-Concepts of Fitness and Wellness is an institutional requirement.

Student Learning Outcomes:

SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.

SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

Core Requirements:

BIOL 221	Anatomy and Physiology II	3 SH	HPER 402	Exercise Physiology.....	4 SH
BIOL 221L	Anatomy and Physiology II Lab	1 SH	HPER 476S-A	Comprehensive Review/Exam-	
HPER 217	Personal and Community Health.....	2 SH		Health/Health Education	1 SH
HPER 222	Nutrition	3 SH	PSYC 450	Health Psychology	3 SH
HPER 310	Foundations & History of Health Physical		SOC 335	Marriage and the Family	3 SH
	Education and Sports	2 SH	SOC 355	Drugs and Society	3 SH
HPER 332	Comprehensive Health Education for K-12	3 SH			
HPER 340	Modern Issues and Materials in Health	3 SH			
HPER 368	Principles of Conditioning	3 SH			

Total 34 SH

Major: Sport Management (Bachelor of Science)

Required credits to graduate with this degree: 120

This major is a four year-degree designed to prepare students for positions in sports, health and fitness related fields, athletic administration, commercial and community recreation administration, multi-purpose athletic facility management, and the wide range of management positions associated with the multi-billion dollar sporting goods industry.

Sport Management majors complete 36 hours of essential studies courses including BIOL 111/111L or BIOL 150/150L, BIOL 220/220L, and HPER 210. Those interested in this degree must complete the 37 hour core along with the two specializations listed below. A coaching minor is recommended. A student majoring in Sports Management must satisfactorily pass a comprehensive examination (HPER 476S) prior to graduation.

HPER 100-Concepts of Fitness and Wellness is an institutional requirement.

Student Learning Outcomes:

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

Core Requirements:

BUSN 391	Professional Development.....	1 SH
HPER 120	Racquet Sports.....	1 SH
HPER 207	Prevention and Care of Injuries.....	3 SH
HPER 222	Nutrition.....	3 SH
HPER 310	Foundations and History of Physical Education and Sports.....	2 SH
HPER 350	Motor Learning.....	2 SH
HPER 360	Sport and Exercise Psychology.....	2 SH
HPER 368	Principles of Conditioning.....	3 SH
HPER 369	Principles of Sport Management.....	3 SH
HPER 390	Facilities & Design Management.....	3 SH
HPER 402	Exercise Physiology.....	4 SH
HPER 415	Evaluation of Psychomotor Performance.....	3 SH
HPER 440	Organization and Administration of Physical Education and Athletics.....	2 SH
HPER 441	Applied Kinesiology.....	3 SH
HPER 465	Sport Law.....	3 SH
HPER 476S-C	Comprehensive Review/Exam- Sport Management.....	1 SH
HPER 497S	Internship.....	2 SH

Total 41 SH

Specializations: (Both specializations required)

Sports Pedagogy (Select 18 SH)

HPER 130	Spring Outdoor Pursuits.....	1 SH
HPER 131	Fall Outdoor Pursuits.....	1 SH
HPER 135	Golf.....	1 SH
HPER 153	Recreational Sports.....	1 SH
HPER 206	Social/Folk Dance.....	1 SH
HPER 315	Movement Education in Early Childhood.....	2 SH
HPER 319	Health and Physical Education in Elementary Schools.....	2 SH
HPER 333	Physical Education for the Exceptional Child.....	2 SH
HPER 342	Physical Activity Instruction of Older Adults.....	3 SH
HPER 370	Fitness/Sports Teaching Techniques.....	3 SH
HPER 380	Sport Sociology.....	2 SH
HPER 485	Summer Camp Leadership.....	2 SH
HPER	Aquatics.....	1 SH

Business (Select 12 SH)

ACCT 200	Elements of Accounting I.....	3 SH
ACCT 315	Business in Legal Environment.....	3 SH
BADM 301	Principles of Marketing.....	3 SH
BADM 302	Principles of Management.....	3 SH
BUSN 318	Advertising and Promotion Management.....	3 SH
BUSN 334	Business Communication.....	3 SH
BUSN 340	Project Management.....	3 SH
BUSN 351	Human Resources Management.....	3 SH

Minor: Fitness and Wellness

This minor is designed for students preparing for entry-level positions in health and fitness-related fields. The Fitness and Wellness minor provides students with background knowledge and experience supporting careers in personal training, fitness instruction and health promotion.

Core Requirements: (Pre-requisites: BIOL 111/111L or BIOL 150/150L, and BIOL 220/220L, HPER 207)

HPER 217	Personal and Community Health	2 SH
HPER 222	Nutrition	3 SH
HPER 340	Modern Issues and Materials in Health	3 SH
HPER 350	Motor Learning.....	2 SH
HPER 368	Principles of Conditioning	3 SH
HPER 402	Exercise Physiology.....	4 SH
HPER 415	Evaluation of Psychomotor Performance	3 SH
HPER 430	Methods of Appraisal, Testing and Prescription of Exercise	3 SH

Sub-total 23 SH

Minor: Sport Management

This minor is designed for students preparing entry-level positions in professional administration and leadership positions relating to sports, the health and fitness fields, and the sporting goods industry.

Core Requirements: (Pre-requisites: BIOL 111/111L or BIOL 150/150L, BIOL 220/220L, and HPER 210)

BUSN 391	Professional Development.....	1 SH
HPER 207	Prevention and Care of Injuries	3 SH
HPER 217	Personal and Community Health	2 SH
HPER 360	Sport and Exercise Psychology	2 SH
or HPER 380	Sport Sociology	2 SH
HPER 368	Principles of Conditioning	3 SH
HPER 369	Principles of Sport Management.....	3 SH
HPER 402	Exercise Physiology.....	4 SH
HPER 440	Organization and Administration of Physical Education and Athletics.....	2 SH
HPER 465	Sport Law.....	3 SH

Sub-total 23 SH

HISTORY

Division of Liberal Arts

The Division of Liberal Arts supports the University's mission through the History program. History is a record of human life on earth. Thus it involves not only political development, but economic achievements, social evolution, religion and values. The Bachelor of Science in History Education is, therefore, designed to give the students a genuine understanding of the events that have shaped both the western and eastern world over the centuries. The core requirements provide a comprehensive overview of basic material and the elective courses allow an in-depth study of specialized areas. In the upper-division classes the student will develop an in-depth understanding of the subject matter which will provide them with a solid intellectual foundation that will make them better teachers in the field of history.

Major: History Education Bachelor of Science in Education

Minimum required credits to graduate with this degree: 130

History Education majors will complete 36 hours of essential studies courses, including COMM 110, ECON 105, ENGL 110 and ENGL 120 or ENGL 125, GEOG 103, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses for this major. They should also complete all requirements for Secondary Education listed in this catalog, including EDUC 485-Secondary Methods for Social Science, EDUC 398-Secondary Education Field Experience, and EDUC 426 Reading in the Content Area. Students will also be required to complete at least a minor (varied by credits).

Student Learning Outcomes:

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies, and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

Core Requirements:

HIST 101	Western Civilization I	3 SH	HIST 319	Colonial and Revolutionary America	3 SH
HIST 102	Western Civilization II	3 SH	HIST 330	History of American Diplomacy	3 SH
HIST 103	U.S. to 1877	3 SH	HIST 339	The Vietnam War	3 SH
HIST 104	U.S. since 1877	3 SH	HIST 395	NAZI Germany and the Holocaust	3 SH
HIST 480S	History Comprehensive	1 SH	HIST 406	The United States, Civil War and Reconstruction, 1850-1877	3 SH
		Sub-total 13 SH	HIST 417	Modern Russian Political History	3 SH
			HIST 423	Global Economic History	3 SH
			HIST 450	Europe and the United States in the Cold War ..	3 SH

Total 34 SH

Choose 21 SH from the following:

HIST 250	Survey of Scandinavian History	3 SH
HIST 305	Constitutional History	3 SH
HIST 314	Ideology and Government	3 SH

Minor: History/History Education

A minor in the discipline of History shall be available to students not majoring in the field of social science. It shall consist of no less than 21 semester hours of History including nine semester hours of electives. Students wishing to acquire a History Education minor equivalency endorsement must take an additional three hours of electives.

Core Requirements:

HIST 101	Western Civilization I	3 SH
HIST 102	Western Civilization II	3 SH
HIST 103	U.S. to 1877	3 SH
HIST 104	U.S. since 1877	3 SH
HIST Electives	9 SH

Total 21 SH

Students taking the History Education minor will be expected to take EDUC 398-Secondary Education Field Experience, EDUC 426-Reading in the Content Area, and EDUC 485-Secondary Methods for Social Science.

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including the following classes-HIST 101 Western Civilization I, HIST 102 Western Civilization II, HIST 103 US to 1877, HIST 104 US since 1877;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	5435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

Secondary Professional Education

HUMANITIES

Division of Liberal Arts

History of Art

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

Music

The purpose of the music curriculum (non-music minor) is to provide opportunities for enjoyable musical experiences both vocally and instrumentally. These opportunities are made available through a varied repertoire and style of music for the vocalist, ranging from classical (renaissance, baroque, etc.) through 20th and 21st century music, to concert band, stage band, pep band, or solos/ensembles for the instrumentalist.

General Information:

- Students may not present more than eight semester hours of extra-curricular credit in music toward requirements for graduation.
- Credit for private lessons is on the basis of one lesson per week; fourteen lessons must be completed to earn one hour of credit.
- Lessons are available by consent of instructor.
- Lessons missed due to student absence will be made up by the instructor upon presentation of a legitimate excuse by the student. Lessons missed for reasons other than unusual circumstances will not be made up.

Minor: Music Education

Mayville State University had a long tradition in the area of Music Education until the 1990's. The North Dakota state Board of Higher Education Approved the Music Education minor on November 4, 2010. North Dakota Education Standards and Practices Board (ESPB) approved the music minor equivalency endorsement for Mayville State University in August, 2013.

This minor has been designed to complement an Elementary Education major, but it could be compatible with such majors as Business Administration, CIS, Fitness and Wellness, and Communication. Students pursuing the Music Education Minor must take EDUC 400A and MUSC 380.

Students completing this minor with a teaching major (such as Elementary Education) can apply to ESPB for a music minor equivalency endorsement. Two types of endorsements are available-music education: Instrumental and Music Education: Composite. It is the students' responsibility to apply for this endorsement. The endorsement form can be found on the ND ESPB Web site, www.espb.org.

Students must complete one of two areas:

Core Requirements: (Pre-requisite HUM 220)

MUSC 101	Music Fundamentals.....	3 SH
MUSC 122	Music Theory I	3 SH
MUSC 124	Music Theory II	3 SH
MUSC 200	Music in America.....	3 SH
MUSC 250	Keyboard I	1 SH
MUSC 251	Keyboard II and Piano Proficiency.....	1 SH
MUSC 255	Ear Training/Sight Singing I	2 SH
MUSC 256	Ear Training/Sight Singing II	2 SH
MUSC 323	Music for Elementary Teachers.....	2 SH
MUSC 328	Basic Conducting	2 SH
MUSC 450	Elementary and Middle School Music Methods and Materials	2 SH
Sub-total		24 SH

Additional Courses - Vocal

MUSC 127	Applied Lessons - vocal	1 SH
MUSC 215	Concert Choir	1 SH
MUSC 325	Instrumental/Choral Arranging	3 SH
MUSC 432	Vocal Pedagogy	3 SH

Sub-total 8 SH

Additional Courses - Instrumental

MUSC 128	Applied Lessons - Instrumental	1 SH
MUSC 205	Jazz Ensemble (Stage Band)	1 SH
MUSC 210	Concert Band	1 SH
MUSC 321	Instrumental Pedagogy - Brass	1 SH
MUSC 322	Instrumental Pedagogy - Woodwind	1 SH
MUSC 324	Instrumental Pedagogy - Percussion	1 SH
MUSC 325	Instrumental/Choral Arranging	3 SH

Sub-total 9 SH

Spanish

Learning a foreign language is a personally enriching experience. The study of another culture leads to new insights and perspectives on one's own history, society and values, while increasing an understanding of other people. Spanish 101, 102, 201, and 202 are designed to introduce students to linguistic and cultural structures necessary for basic communication in Spanish. The emphasis is on developing proficiency in the four communication skills of listening, speaking, reading, and writing.

LIBRARY MEDIA AND INFORMATION SCIENCE

Division of Education and Psychology

The Library Media and Information Science program supports the University mission by preparing professionally trained librarians for school, public, academic, or special libraries. The primary mission of the Library program is to provide students with skills necessary to meet rapid changes in the highly technical world of libraries.

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

Minor: Library Media and Information Science

All LMIS courses are offered online.

Core Requirements:

LMIS 250	Introduction to Libraries and Information Science *	3 SH
LMIS/ENGL 317	Children's Literature	3 SH
or LMIS/ENGL 350	Young Adult Literature and Media	3 SH
LMIS 360	Media Collection Development *	3 SH
LMIS 365	The Organization of Information *	3 SH
LMIS 370	References Sources and Services *	3 SH
LMIS 430	Administration of the School Library Media Center *	3 SH
LMIS 445	Standards for Effective Libraries	3 SH
LMIS 470	Current Issues in Information Science	3 SH

Total 24 SH

**Five core courses required for LM03 Credential.*

Library Credentials - LM02 and LM03

Teacher certification and completion of the Library Media and Information Science minor qualify a student for the Librarian Credential (LM02) issued by the North Dakota Department of Public Instruction. The LM02 is necessary for schools with K-12 enrollment of 251 and above.

State accreditation standards for schools with a K-12 enrollment of 101-250 specify that the librarian be a certified teacher and have an LM03 credential. Students who wish to qualify only for the LM03 need take no more than the five core courses marked with an asterisk.

MATHEMATICS

Division of Science and Mathematics

Major: Mathematics Education Bachelor of Science in Education

Minimum required credits to graduate with this degree: 125

This major provides students with the knowledge, skills, and techniques essential for teaching mathematics courses in the junior and senior high school. This major consists of 29 semester hours in mathematics including completion of MATH 480-Comprehensive Examination.

Students planning to teach in grades 7-12 must complete a major, 36 hours of essential studies courses including MATH 165, COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, and PSYC 111, which are pre-requisite courses to this major, the mathematics core requirements listed below, and the secondary professional courses required for teacher certification. (See "Education" section of this catalog). Teacher certification also requires completion of EDUC 398-Secondary Education Field Experience, EDUC 483-Secondary Methods for Mathematics and EDUC 426-Reading in the Content Area. Completion of at least a minor program in a supporting area, in conjunction with this major, is required.

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge base commensurate with career goals.
- SLO 2: Students will communicate mathematics information both orally and in writing.
- SLO 3: Students will apply mathematics in context, including at least one experiential situation, to solve problems.
- SLO 4: Students will construct and critically analyze mathematical arguments.
- SLO 5: Students will integrate technology appropriate to their major into their work products.

Core Requirements:

MATH 105	Trigonometry.....	2 SH
MATH 166	Calculus II	4 SH
MATH 265	Calculus III	4 SH
MATH 323	Probability and Statistics.....	3 SH
MATH 389	Modern Geometry	3 SH
MATH 412	Differential Equations.....	3 SH
MATH 420	History and Philosophy of Mathematics.....	3 SH
MATH 435	Theory of Numbers	3 SH
MATH 443	Algebraic Structures with Programming for Majors	3 SH
MATH 480	Comprehensive Review/Exam.....	1 SH

Total 29 SH

Minor: Mathematics/Mathematics Education

This minor provides students with the knowledge, skills, and techniques desirable for teaching mathematics in some secondary schools or for utilization in various areas in which mathematics may be used as a tool. This minor consists of a minimum of 18 semester hours. Teacher certification requires taking EDUC 483-Secondary Methods for Mathematics, EDUC 398-Secondary Education Field Experience, and EDUC 426-Reading in the Content Area.

Core Requirements:

MATH 105	Trigonometry.....	2 SH
MATH 165	Calculus I	4 SH
MATH 323	Probability and Statistics.....	3 SH

Sub-total 9 SH

Electives to complete the 18 SH (9 hours) may be selected from the following:

MATH 166	Calculus II	4 SH
MATH 265	Calculus III	4 SH
MATH 389	Modern Geometry	3 SH
MATH 412	Differential Equations.....	3 SH
MATH 420	History and Philosophy of Mathematics.....	3 SH
MATH 435	Theory of Numbers	3 SH
MATH 443	Algebraic Structures with Programming for Majors	3 SH

Total 18 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

- Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
- Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
- Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
- Earn 32 semester hours of coursework.
- Attain a cumulative grade point average of 2.75.
- Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

- Must be enrolled for one semester and earn a minimum GPA of 2.75.
- Transfer credits that meet the criteria and standards listed above, including GPA requirements
- All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
- Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
- Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
- Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
- Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including all 300 level and lower courses required in the teaching major and minor;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science (recommended for Composite Majors)	5435	150
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

6. Typewritten explanation giving reasons the decision should be reversed;
7. Documentation substantiating the student's explanation;
8. A current copy of the student's transcript;
9. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Minimum required credits to graduate with this degree: 125

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor (varied in credits). Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 398	Secondary Educ. Field Experience	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Elec. Port., Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area	3 SH
EDUC 480	General Methods for Sec. Educ.	2 SH
	(Spring semester only)	

Secondary Methods Each 2 SH

EDUC 483 Mathematics

PSYC 255 Child and Adolescent Psychology 3 SH

Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 483	Secondary Methods for Mathematics	2 SH
EDUC 398	Secondary Education Field Experience	1 SH

No other classes may be scheduled during this block of time:

Tuesdays and Thursdays

8:00 a.m. – 1:00 p.m.

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

Major: Mathematics Bachelor of Science

Required credits to graduate with this degree: 120

This major provides students with the knowledge, skills, and techniques essential for using mathematics in non-teaching positions in business or industry. This major consists of 29 semester hours in mathematics including completion of the final comprehensive examination (MATH 480). The Bachelor of Science degree requires completion of at least a minor program in a supporting area in conjunction with the major. Students must complete 36 hours of essential studies including MATH 165, COMM 110, ENGL 110, and ENGL 120 or ENGL 125.

Student Learning Outcomes:

- SLO 1: Students will acquire a content knowledge base commensurate with career goals.
- SLO 2: Students will communicate mathematics information both orally and in writing.
- SLO 3: Students will apply mathematics in context, including at least one experiential situation, to solve problems.
- SLO 4: Students will construct and critically analyze mathematical arguments.
- SLO 5: Students will integrate technology appropriate to their major into their work products.

Core Requirements:

MATH 105	Trigonometry.....	2 SH
MATH 166	Calculus II	4 SH
MATH 265	Calculus III	4 SH
MATH 323	Probability and Statistics.....	3 SH
MATH 389	Modern Geometry	3 SH
MATH 412	Differential Equations.....	3 SH
MATH 420	History and Philosophy of Mathematics.....	3 SH
MATH 435	Theory of Numbers	3 SH
MATH 443	Algebraic Structures with Programming for Majors.....	3 SH
MATH 480	Comprehensive Exam	1 SH

Total 29 SH

NURSING

Division of Science and Mathematics

The Bachelor of Science in Nursing (RN-BSN) online program prepares licensed registered nurses for a career in the healthcare environment. The RN to BSN online curriculum builds on your previous nursing education. The coursework is online with two plans of study to meet the needs of the working RN. Graduates of the RN-BSN program have the additional preparation for roles in healthcare that demand critical thinking, decision making, communication and leadership skills.

Admission Criteria

- Earned RN Associate Degree in Nursing (AAS or AS) from a regionally accredited institution (RN program national accreditation from ACEN or other accrediting agency not required).
- Admission to Mayville State University.
- Submit official transcripts from previous institutions attended.
- Completion of the RN to BSN Program application.
- Admission Deadlines:
 - Fall Semester: March 1st (for first review, open until cohort is filled)
 - Spring Semester: October 1st (for first review, open until cohort is filled)
- Minimum cumulative GPA of 2.5 or better on a 4.0 scale.
- Active unencumbered RN license or scheduled to take the NCLEX Exam.
- Submit nursing license documentation.
 - Proof of RN licensure must be provided by July 15th for fall semester start/November 15th for spring semester start
 - Provisional acceptance will be granted to qualified students who are scheduled to take the NCLEX Exam or waiting for results.
- Two professional letters of reference addressing clinical competence and integrity.
- Clearance for professional practice verified by criminal history record check.
- Access to a computer with high-speed Internet and virus protection.
- Personal computer requirements will be provided upon request.

To apply for the RN to BSN degree, please go to the Mayville State University website.

Admission is competitive and is based on a point system. Points are given based on cumulative GPA, earned nursing credit GPA, reference information, previous application to the program, RN nursing graduation from a North Dakota institution, residency in North Dakota or employment as an RN in North Dakota, and existence of an articulation/affiliation agreement. The number of students admitted each semester is limited. Meeting the minimum admission requirements does not guarantee acceptance. The Nursing Program reserves the right to deny admission. Failure to disclose previous or pending convictions or falsification of information may lead to denial of admission or may be considered grounds for dismissal from the program.

Students have 10 days to drop or add from the beginning date of the term at 100% refund and no record with the exception of the BSN nursing 5-week block classes. Students have 7 days from the beginning date of the term to add the BSN nursing classes. All drops for the BSN Nursing 5-week block classes will be handled by the program administrator. Send email to: shannon.skovlund@mayvillestate.edu.

Major: Nursing (RN to BSN) Bachelor of Science

Required credits to graduate with this degree: Minimum of 120

- 60 SH credits (minimum) awarded for completion of RN Associate Degree in Nursing from a regionally accredited college/university.
 - Transfer credit given for completion of Essential Studies (general education) courses, must meet 36 SH credits Essential Studies university requirement.
 - Credit hours can be transferred from earned RN Associate Degree in Nursing.
 - Other credits may transfer from prior degrees or additional approved course work.
 - Total number of transfer credits will be applied to minimum 120 SH credit degree requirement.
 - Note MSU residency requirement including 30 SH credits and a minimum of two enrolled semesters.
- 36 SH credits of 300-400 level courses.
 - 31 credits nursing RN to BSN core courses (includes required statistics course).
 - 5 additional SH credits 300/400 level courses
- Additional credits may be necessary to meet minimum 120 SH credit degree requirement.

Mission & Program Goals of the Nursing Program

The mission of the RN to BSN Nursing Program is to educate nurses to serve clients, health care systems, and the profession of nursing by leading and managing care and contributing to advancement of the profession. The learning environment educates the baccalaureate nurse generalist to build on previous learning and is characterized by personalization, collaboration, and integration of technology that promotes lifelong student learning, pursuit of graduate studies, and development as a professional nurse. Students will engage in scholarship that supports the development of critical thinking, creative problem solving, and innovative leadership in care delivery. Students will embrace professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments.

- Prepare nurses to fulfill baccalaureate nursing leadership roles within the complex health care system, who consistently embody professional values.
- Provide a foundation that encourages ongoing education and prepares for advanced nursing degrees.
- Promote among graduates a commitment to addressing the health care needs of the citizens of North Dakota.
- Recruit and retain qualified and diverse students committed to academic excellence and professional development.
- Recruit and retain qualified faculty who contribute to the university, the profession, and other arenas through activities associated with education, service and scholarly endeavors.
- Implement educational strategies and practices conducive to the personal and professional development of students.

Student Learning Outcomes:

- SLO 1: Provide leadership within the complex health care system that integrates an understanding of organizational systems and the internal and external forces that impact them.
- SLO 2: Engage in evidence-based practice as a means of enhancing the quality of patient care.
- SLO 3: Use information technologies to improve patient care outcomes and the environments in which patient care occurs.
- SLO 4: Engage in culturally-appropriate approaches that promote health and prevent disease and injury in diverse populations.
- SLO 5: Develop collaborative relationships both inter- and intra-professionally that enable the nurse to effectively advocate for patients, the nursing profession, and the health care system.
- SLO 6: Model professionalism based on a foundation of personal values, ethical principles, and the nursing profession's values and standards.

Nursing Core Courses:

- 31 nursing core credits can be completed in 12 months assuming a full time course load or 24 months assuming a consistent part time course load described below. The courses required for the nursing major meet Mayville State University's graduation requirements for upper division and residence courses.
- Two plans of study are offered: Full-time and Part-time. Students will select one plan of study prior to beginning the RN to BSN nursing core curriculum.
- Requests to change a plan of study from full-time to part-time or part-time to full-time requires written request by the student and Program Director approval.
- The curriculum is designed to offer regular rotation of all nursing courses to allow the student flexibility when creating a formal plan of study in collaboration with the assigned program advisor.
- Nursing core courses are offered in 5 week blocks to allow the student to focus on one course at a time (Full-time students have 2 blocks requiring 2 concurrent courses). Additional Essential Studies (general education) courses may need to be taken each semester.
- Students are encouraged to work with the financial aid department to ensure that they are registered for the appropriate number of credits per semester for their individual financial aid and/or scholarship award.

Mayville State University
Full-Time Course Rotation Plan of Study

Fall Start								
Fall Semester (13 cr.)			Spring Semester (14-15 cr.)			Summer Semester (8-9 cr.)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	
**Additional Course (3)			**Additional Course (2-3)			**Additional Course (2-3) if needed		
N350 (3)	N310 (2) N460 (3)	N450 (3)	N360 (4)	N441 (4)	N370 (3)	N442 (2)	N470 (4)	

Spring Start								
Spring Semester (12-15 cr.)			Summer Semester (6-7 cr.)		Fall Semester (12-15 cr.)			
Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	
**Additional Course (3)			**Additional Course (2-3)		**Additional Course (2-3) if needed			
N350 (3)	N360 (4)	N370 (3) N310 (2)	Off	N470 (4)	N441 (4)	N442 (2) N460 (3)	N450 (3)	

Part Time Course Rotation Plan of Study

Fall Start															
Fall Semester (8 cr.)			Spring Semester (7-10 cr.)			Summer Semester (4 cr.)		Fall Semester (8 cr.)			Spring Semester (7-8 cr.)			Summer Semester (2 cr.)	
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2
**Stats (3)			**Stats (3) if needed					**Additional Course (3)			**Additional Course (2-3)				
N350 (3)	N310 (2)	Off	N360 (4)	Off	N370 (3)	Off	N470 (4)	Off	N460 (3)	N450 (3)	Off	N441 (4)	Off	N442 (2)	Off

Spring Start																		
			Spring Semester (5 cr.)			Summer Semester (6 cr.)		Fall Semester (7 cr.)			Spring Semester (7 cr.)			Summer Semester (4 cr.)		Fall Semester (7-8 cr.)		
			Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3
						**Stats (3) **Additional Course (3)										**Additional Course (2-3)		
								N441 (4)			N442 (2)			Off		N450 (3)		
			N350 (3)			Off		N310 (2)		N360 (4)			Off			N370 (3)		N470 (4)

***Statistics Requirement (3 SH Credits):**

Fall Semester

PSYC 310 Statistics for the Social Sciences (Available on campus only)

MATH 323 Probability and Statistics (Available online beginning Fall 2015)

Spring Semester

MATH 323 Probability and Statistics (online)

PSYC 310 Statistics for the Social Sciences (Available on campus only)

Summer Semester

BUSN 336 Applied Statistics (Available online beginning Summer 2015)

****Additional 300/400 Level course Requirement (5 SH credits)**

PSYCHOLOGY

Division of Education and Psychology

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

The goal of the psychology program is to inform students of the science and practice involved with the description, explanation, and prediction of human behavioral, mental, and social processes. Scholarly inquiry of strategies aimed at fostering change and stability are additional areas of training. This program complements Studies in Education, Health Education, Science, Social Science, and Business. Graduates in this degree must complete the major and a specialization, certificate, minor, or second major offered by any one of the disciplines of the University

Major: Applied Psychology Bachelor of Arts

Required credits to graduate with this degree: 120

Applied Psychology involves the use of empirically-tested principles of psychology to identify and address problems encountered by individuals, groups, and organizations. Graduates of the program will develop the following competencies:

- Ability to critically evaluate research related to social sciences.
- An appreciation of diverse viewpoints.
- Effective written and oral communication skills.
- Comprehensive functional analysis of behavior.
- Ability to assist others adapt to changes in their lives.

Students selecting a course of study in psychology include those interested in preparing for graduate training in psychology or related fields, paraprofessional employment in human services, teaching high school-level psychology, or employment in fields where critical thinking, flexibility, systematic problem-solving, and advanced interpersonal skills are essential to success. A minor is required with this major.

Student Learning Outcomes:

- SLO 1: Students will demonstrate knowledge of major concepts, theoretical perspectives, and historical trends in psychology.
- SLO 2: Students will understand and be able to apply psychological principles of interpersonal situations and vocational settings.
- SLO 3: Students will use critical and creative thinking to solve problems related to behavior, mental processes, and challenges faced by persons of all backgrounds and experiences.
- SLO 4: Students will demonstrate effective verbal and nonverbal communication skills using current technology to enhance their own and others understanding.

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

PSYC 250	Developmental Psychology	3 SH
PSYC 310	Statistics for Social Sciences.....	3 SH
PSYC 370	Psychology of Abnormal Behavior	3 SH
PSYC 405	History and Systems of Psychology	3 SH
PSYC 460	Research Methods in Psychology	3 SH
PSYC 476S	Comprehensive Review/Exam and Seminar	3 SH
PSYC 497S	Internship *	1-3 SH

Total 21 SH

* Internship is required in the area of strongest interest. Additional internships are allowed.

Electives: (Select 23-25 elective credits below to make a combined total of 42 with the core requirements listed above.)

EC 345	Grant Writing.....	1 SH
HPER 360	Sport and Exercise Psychology	2 SH
PSYC 255	Child and Adolescent Psychology.....	3 SH
PSYC 280	Group Dynamics	3 SH
PSYC 330	Behavior Modification and Management	3 SH
PSYC 332	Applied Psychology	3 SH
PSYC 360	Introduction to Personality Theory.....	3 SH
PSYC 361	Social Psychology.....	3 SH
PSYC 399	Readings in Psychology	1 SH
PSYC 422	Learning Theory and Evaluation	3 SH
PSYC 435	Physiological Psychology	3 SH
PSYC 450	Health Psychology	3 SH
PSYC 470	Introduction to Counseling and Clinical Psychology.....	3 SH
PSYC X99	Special Topics.....	1-3 SH
SOC 130	Introduction to Human Services.....	3 SH

Total 42-46 SH

Note: Students getting a double major in Applied Psychology and Education should take PSYC 399 as an elective.

Students planning to apply to a graduate program in Applied Psychology should choose a minimum of four of the following courses:

PSYC 330	Behavior Modification and Management	3 SH
PSYC 360	Introduction to Personality Theory	3 SH
PSYC 361	Social Psychology.....	3 SH
PSYC 422	Learning Theory and Evaluation	3 SH
PSYC 435	Physiological Psychology	3 SH
PSYC 450	Health Psychology	3 SH
PSYC 470	Introduction to Clinical Psychology	3 SH

Minor: Psychology

The psychology minor requires completion of 21 semester hours.

Core Requirements: (Pre-requisite: PSYC 111)

PSYC 250	Developmental Psychology	3 SH
PSYC 360	Introduction to Personality Theory.....	3 SH
PSYC 370	Psychology of Abnormal Behavior.....	3 SH
PSYC 405	History and Systems of Psychology	3 SH

Sub-total 12 SH

Select 9 S.H. from the following courses:

EC 320	Infants and Toddlers	3 SH
EDUC 390	Special Needs in an Inclusive Environment.....	3 SH
PSYC 280	Group Dynamics	3 SH
PSYC 310	Statistics for the Social Sciences.....	3 SH
PSYC 330	Behavior Modification and Management	3 SH
PSYC 332	Applied Psychology	3 SH
PSYC 361	Social Psychology.....	3 SH
PSYC 422	Learning Theory and Evaluation	3 SH
PSYC 435	Physiological Psychology	3 SH
PSYC 450	Health Psychology	3 SH
PSYC 460	Research Methods in Psychology	3 SH
PSYC 470	Introduction to Counseling and Clinical Psychology.....	3 SH

Electives (as approved by Psychology Dept.)

Total 21 SH

Minor: Psychology Education

The psychology education minor requires completion of 21 semester hours plus EDUC 398-Secondary Field Experience (1 S.H.), EDUC 485-Secondary Methods for Social Science (2 S.H.), and EDUC 426-Reading in the Content Area (3 S.H.).

Students who complete a teaching major and a Psychology Education minor are eligible for teaching high school-level psychology upon completion of teacher certification requirements.

Core Requirements: (Pre-requisite: PSYC 111)

PSYC 250	Developmental Psychology	3 SH
PSYC 360	Introduction to Personality Theory.....	3 SH
PSYC 361	Social Psychology.....	3 SH
PSYC 370	Psychology of Abnormal Behavior.....	3 SH

Sub-total 12 SH

Select 9 S.H. from these courses:

PSYC 280	Group Dynamics	3 SH
PSYC 310	Statistics for the Social Sciences	3 SH
PSYC 330	Behavior Modification and Management	3 SH
PSYC 332	Applied Psychology	3 SH
PSYC 405	History and Systems of Psychology	3 SH
PSYC 435	Physiological Psychology	3 SH
PSYC 450	Health Psychology	3 SH
PSYC 460	Research Methods in Psychology	3 SH

Total 24 SH

SCIENCE

Division of Science and Mathematics

Minor: General Science

This minor includes 20 semester hours including a minimum of eight semester hours in any two areas of science (biology, chemistry, earth science or physics) and four semester hours in a third area. SCNC 101-Natural Science and SCNC 102-Physical Science may not be used to complete this minor.

The General Science minor can be readily adapted to fulfill middle school endorsement requirements. Middle school endorsement in science requires completion of 24 semester hours in science. Of these 24 semester hours, a minimum of six hours must be in biology/life science and six hours must be in earth science (astronomy or geology), and a minimum of four hours each in chemistry and physics.

Minor: Physical Science

Core Requirements:

CHEM 466	Survey of Physical Chemistry	3 SH
CHEM 466L	Survey of Physical Chemistry Lab	1 SH
PHYS 211	College Physics I	3 SH
PHYS 211L	College Physics I Lab	1 SH
PHYS 212	College Physics II	3 SH
PHYS 212L	College Physics II Lab	1 SH
PHYS 499	Special Topics	4 SH
CHEM or PHYS 300-400	Level Electives	4 SH

Total 20 SH

The electives to total 20 semester hours should be from physics, chemistry, or substitutes as approved by the chair of the Division of Science and Mathematics. Teacher certification requires completion of EDUC 398-Secondary Education Field Experience and EDUC 484-Secondary Methods in Science.

Minor: Science for the Elementary Teacher

The minor in science for elementary teachers consists of 20 semester hours of approved science courses including SCNC 320 - Science for the Elementary Teacher I and SCNC 321-Science for the Elementary Teacher II. SCNC 101-Natural Science and SCNC 102-Physical Science may be used to complete this minor. The program will be determined jointly by the chair of the Division of Education and Psychology and the chair of the Division of Science and Mathematics. This minor does not fulfill the requirements for the middle school endorsement in science.

SOCIAL SCIENCE

Division of Liberal Arts

The Division of Liberal Arts supports the University's mission through the Social Science program.

The Social Science Department serves two major purposes:

1. Provides all degree-oriented freshmen a six-to-nine-hour essential studies component, prepares social science majors who wish to go into such fields as, but not limited to, social work, counseling, law enforcement, law school, etc., and prepares social science teachers for the secondary schools.
2. Members of the department believe that the education of teachers of social sciences involves (a) an adequate study of the several academic disciplines comprising the field; and (b) an appreciation of the influence of the social studies in molding character and shaping society.

Major: Composite in Social Science Education Bachelor of Science in Education

Required credits to graduate with this degree: 121

Students pursuing the Social Science Composite degree (43 semester hours) must meet the following criteria:

- Take the core requirements plus at least two specializations.
- Qualify for additional teaching areas in Sociology or Psychology by taking six additional hours in those areas.
- Take the education courses for Secondary Education as outlined in the Criteria for Teacher Education section of this catalog, including EDUC 485-Secondary Methods for Social Science, EDUC 398-Secondary Education Field Experience, and EDUC 426-Reading in the Content Area.

Social Science Composite majors complete 36 hours of essential studies courses, including COMM 110, ECON 105, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, PSYC 111, and SOC 110, which are pre-requisite courses to this major.

Student Learning Outcomes:

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies, and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

Core Requirements:

HISTORY

HIST 101	Western Civilization I	3 SH
HIST 102	Western Civilization II	3 SH
HIST 103	U.S. to 1877	3 SH
HIST 104	U.S. since 1877	3 SH
HIST Electives	6 SH
SOSC 480S	Social Science Comprehensive	1 SH

Total 19 SH

Specializations:

Student must select at least TWO of these specializations:

GEOGRAPHY

GEOG 300	World Regional Geography and Anthropology ..	3 SH
GEOG 332	The Global Economy and the Developing World	3 SH
GEOG 433	Geography of Europe	3 SH
GEOG Electives		3 SH

Sub-total 12 SH

ECONOMICS

ECON 201	Principles of Microeconomics	3 SH
ECON 202	Principles of Macroeconomics	3 SH
ECON 332	The Global Economy and the Developing World.....	3 SH
ECON 423	Global Economy History	3 SH

Sub-total 12 SH

POLITICAL SCIENCE

POLS 305	Constitutional History.....	3 SH
POLS 314	Ideology and Government	3 SH
POLS Electives.....		6 SH

Sub-total 12 SH

Core Requirements 19 SH

Two Specializations 24 SH

Total 43 SH

Minor: Social Science/Social Science Education

Minors complete 21 semester hours. Teacher certification candidates also complete all required Education courses including EDUC 485-Secondary Methods for Social Science, EDUC 398-Secondary Education Field Experience, and EDUC 426-Reading in the Content Area. Students wishing to acquire a Social Science Education minor equivalency endorsement must take an additional three hours of electives.

Core Requirements: (Pre-requisites: ECON 105, GEOG 103, and SOC 110)

HIST 101	Western Civilization I	3 SH
HIST 102	Western Civilization II	3 SH
HIST 103	U.S. to 1877.....	3 SH
HIST 104	U.S. since 1877	3 SH
SOC 115	Social Problems.....	3 SH
POLS 305/HIST 305	Constitutional History.....	3 SH
ECON 201	Principles of Microeconomics	3 SH
or ECON 202	Principles of Macroeconomics	3 SH

Total 21 SH

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. The student will complete necessary Teacher Education paperwork in EDUC 250. **Students who have not been admitted to the program will not be permitted to enroll in EDUC coursework at or beyond the 300 level with the exception of those earning a B.A. in Early Childhood or B.A. in Studies in Education.**

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

ENGL 110-College Composition I	C
ENGL 120-College Composition II	C
or ENGL 125-Business and Technical Writing	C
MATH 103-College Algebra	C
COMM 110-Fund. of Public Speaking	C
GEOG 103-Multicultural World, Global Issues	C
PSYC 111-Intro. to Psychology	C
PSYC 255-Child and Adolescent Psychology	C
EDUC 250-Intro. to Education	B
EDUC 298-Pre-Professional Field Experience	B
2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet or exceed the North Dakota State Requirements in Reading (156) Math (150) and Writing (160) or secure a composite score of 466 and pass two of three subtests. The Praxis Core preparation is a part of EDUC 298 (a co-requisite with EDUC 250 and 272). Students will be allowed one attempt to pass the Praxis Core Skills exam. If the passing scores have not been attained after the first attempt, the student must register for EDUC 276-Praxis Core Academic Skills Test Prep.
3. Praxis II testing is required to be **taken** prior to graduation (see "Exiting the Teacher Education Program" section of this catalog).
4. Earn 32 semester hours of coursework.
5. Attain a cumulative grade point average of 2.75.
6. Receive final approval from the Subcommittee on Admission and Retention when all criteria are met.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher education candidate's responsibility to be aware of these changes and their potential effects on employability.

Admission to Teacher Education

Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. Anyone who has been convicted of a criminal offense other than a traffic violation must provide appropriate documentation to the state licensure department upon applying for student teaching.

Transfer Students

1. Must be enrolled for one semester and earn a minimum GPA of 2.75.
2. Transfer credits that meet the criteria and standards listed above, including GPA requirements
3. All transfer students must participate in an interview with members of the Subcommittee on Admission and Retention;
4. Successful completion of the Praxis Core Academic Skills for Educators exams. **Transfer students who have not yet met the Praxis Core exam requirement must take the test during their first semester of attendance. If needed they are to attend EDUC 276-Praxis Core Academic Skills Test Prep. Then the stipulations in Number 2 in the Criteria for Admission to Teacher Education section above apply.**
5. Articulation of additional pre-professional credits as determined by the Registrar or Chair of the Division of Education and Psychology.
6. Transfer students must contact the Administrative Coordinator for the Division of Education and Psychology (EB 116C) during their first semester to complete required paperwork.
7. Receive final approval from the Subcommittee on Admission and Retention if all criteria is met.

Transfer Student with prior degree

Each case will be considered on an individual basis.

Continuance in Teacher Education

To continue in the Teacher Education program, the student must:

1. Maintain a minimum cumulative grade point average of 2.75.
2. Demonstrate expected dispositions including: Timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, flexibility, teacher awareness, communication, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, lifelong learner, attitude toward learners, ways to contribute.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program.
4. Agree to fingerprinting and a background check before student teaching.

Student Teaching

All students in teacher education will complete at least 10 semester hours (and 5 S.H. if seeking additional endorsements) of student teaching.

Admission to student teaching requires:

1. A minimum cumulative grade point average of 2.75;
2. A minimum grade point average of 2.75 in each teaching major and minor or area of specialization;
3. A minimum grade point average of 2.75 in all professional course work;
4. Full admission into the Teacher Education Program;
5. Completion of three-fourths of the course work, specifically including the following classes-HIST 101 Western Civilization I, HIST 102 Western Civilization II, HIST 103 US to 1877, HIST 104 US since 1877;
6. Completion of all methods courses and professional education coursework with a grade of "C" or better, excluding EDUC 250 and EDUC 298 where a "B" is required;
7. Recommendation of the major advisor;
8. Approval from the Chair of the Division of Education and Psychology.

NOTE: A policy statement for students wishing to student teach out of an 80-mile radius is available from the Director of Placement in the Division of Education and Psychology.

Exiting the Teacher Education Program

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

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework;
2. All teacher education graduates are **required to take** Praxis II Content Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary).

Secondary Education

Content Test	Computer Test #	Min. Score
English	5038	168
History	5941	151
Social Science	5081	153
Mathematics	5161	160
Composite Science	5435	150
(recommended for Composite Majors)		
Biology	5235	153
Chemistry	5245	147
Physical Education	5091	143
Principles of Learning & Teaching (Secondary)	5624	157

3. All teacher education graduates must take the Praxis II tests **prior to graduation**. Information regarding test registration can be found at www.ets.org;
4. An electronic portfolio; and
5. A favorable recommendation from a majority of the faculty of the Division of Education and Psychology.

NOTE: Praxis II tests must meet or exceed the North Dakota requirements prior to seeking licensure.

Appeals

Students have the right to appeal any negative decision regarding admission to the teacher education program, admission to student teaching, and recommendations concerning teacher certification, to the Teacher Education Committee. Appeals are initiated by requesting the right to appeal from the Chair of the Division of Education and Psychology and by preparing the following documentation:

1. Typewritten explanation giving reasons the decision should be reversed;
2. Documentation substantiating the student's explanation;
3. A current copy of the student's transcript;
4. Recommendations from the student's advisor, a professor in the major field, or from the cooperating teacher.

This documentation must be submitted 72 hours prior to the scheduled Teacher Education Committee meeting.

Secondary Professional Education

Required credits to graduate with this degree: 121

Students desiring certification as a secondary teacher must complete the essential studies requirements for the baccalaureate degree, secondary education core, a teaching major and a teaching or non-teaching minor. Composite majors that do not require completion of a minor are available in biology, chemistry, and social science.

Secondary education majors seeking certification in another major area must complete at least five semester hours of student teaching in that major at the secondary level.

Secondary professional education majors must complete the following essential studies courses with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111. Secondary majors may include additional essential studies prerequisites. See appropriate major.

HPER 100-Concepts of Fitness and Wellness, CIS 112-Introduction to Word Processing, CIS 114-Introduction to Spreadsheet Applications, CIS 118-Introduction to Presentation Graphics are institutional requirements (5 SH).

Secondary Professional Education Core:

EDUC 250	Introduction to Education	2 SH
EDUC 272	Educational Technology	1 SH
EDUC 298	Pre-Professional Field Experience	1 SH
EDUC 380	Teaching English Language Learners	1 SH
EDUC 381	Human Relations and Cultural Diversity	3 SH
EDUC 390	Special Needs in an Inclusive Environment	3 SH
EDUC 398	Secondary Educ. Field Experience	1 SH
EDUC 400	Student Teaching	10 SH
EDUC 401	Elec. Port., Assessment/Seminar	2 SH
EDUC 422	Learning Theory and Evaluation	3 SH
EDUC 426	Reading in the Content Area	3 SH
EDUC 480	General Methods for Sec. Educ.	2 SH
	(Spring semester only)	

Secondary Methods Each 2 SH

EDUC 485 Social Science

PSYC 255 Child and Adolescent Psychology 3 SH

Total 37 SH

A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 and EDUC 298 where a "B" is required.

Secondary Education Block

8:00 a.m. to 1:00 p.m. on Tuesday and Thursday mornings during fall semester must be reserved for the following courses which are required for teacher certification for each major and minor field:

EDUC 485	Secondary Methods for Social Science	2 SH
EDUC 398	Secondary Education Field Experience	1 SH

No other classes may be scheduled during this block of time:

Tuesdays and Thursdays

8:00 a.m. – 1:00 p.m.

SECONDARY TEACHER EDUCATION CANDIDATES will take PSYC 111 as a Social Science essential studies requirement. All secondary teacher education candidates will be required to take GEOG 103. The third course (3 S.H.) of the essential studies Social Science requirement will be determined by each division and/or advisor.

COURSE DESCRIPTIONS

All universities and colleges in the North Dakota University System (NDUS) have agreed on Common Course Numbers (CCNs) for many of the courses they have in common. The CCN notation in the course description indicates MSU courses that are recognized as common within the North Dakota University System.

Course Definitions, Designators and Format

Courses approved at the time of publication are listed in this bulletin. Not all courses are offered every term. Refer to the outline [schedule of courses](#) each term and [Campus Connection](#) for listed offerings.

Definitions

Course definitions frequently include additional information about enrollment. Students are responsible for complying with restrictions or expectations related to course enrollment listed herein or any supplementary information.

Course Credits: Credits are stated in semester units as defined in the Academic Policies section in the bulletin.

Course per-requisites (Pre-req): Prerequisites indicate the academic background, academic level, or other requirements considered necessary for enrollment in the course. Most prerequisites are specific courses, however, equivalent preparation is usually acceptable.

Course co-requisites (Co-req): Co-requisites indicate courses to be taken concurrently with the course described. Instructor or department permission may override a pre-requisite or co-requisite.

Cross-listed courses: A cross-listed course means the same course is offered by two or more departments or under another course prefix. Cross-listed courses are noted and the full description appears under the department responsible for the course. Credit may only be earned for the course under one of the prefixes.

Format Of Course Listings:

All university course offerings, listed alphabetically by areas of study, are described on the following pages. Course information and course availability is subject to change. The heading, which precedes the brief description of each course, includes the current course number; course title; and the number of semester credit hours, fixed or variable. Enrollment information, such as per-requisites and co-requisites follows.

Course Numbers:

Course numbers indicate the student classification for which the course is primarily intended. Some course numbers end with a letter suffix: L - laboratory course; R - recitation (undergraduate) or research continuation (graduate); S - graduate project. The number system is as follows:

- 100 series courses - open to freshmen
- 200 series courses - primarily for sophomores
- 300 series courses - primarily for juniors
- 400 series courses - primarily for seniors
- 500 series courses - graduate courses
- 800 series courses - continuing education

ACCT 200 ELEMENTS OF ACCOUNTING I (CCN)**3 S.H.**

This course introduces the accounting cycle as it applies to service and merchandising entities. Proprietorships, partnerships, and corporate ownership structures are considered. Pre-req. or Co-req. CIS 114, or equivalent knowledge of Excel.

ACCT 201 ELEMENTS OF ACCOUNTING II (CCN)**3 S.H.**

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

ACCT 300 INTERMEDIATE ACCOUNTING I**4 S.H.**

A study of current accounting theory and practical applications of generally accepted accounting principles with emphasis on the theoretical framework of accounting, the basic financial statements, the accounting process, current assets, and long-lived assets. Pre-req. ACCT 201 and CIS 114, or equivalent knowledge of Excel.

ACCT 301 INTERMEDIATE ACCOUNTING II**4 S.H.**

A study of current accounting theory and practical applications of generally accepted accounting principles with emphasis on current liabilities, contingent liabilities, long-term debt, owners' equity, leases, pension plans, income tax provision, and earnings per share. Pre-req. ACCT 300 and CIS 114, or equivalent knowledge of Excel.

ACCT 305 COST ACCOUNTING I (CCN)**3 S.H.**

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

ACCT 306 COST ACCOUNTING II (CCN)**3 S.H.**

A continuation of the cost accounting cycle with emphasis on cost accounting for decisions, cost allocations and revenues, and quality and JIT. Pre-req. ACCT 305 and CIS 114, or equivalent knowledge of Excel.

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

The field of business law is introduced with emphasis on legal principles involved in contracts, agency, sales, warranties, and product liability. An overview of the American court system is also included. Pre-req. None.

ACCT 316 BANKING LAW**3 S.H.**

A continuation of the study of business law, with emphasis on secured transactions, corporations, partnerships, bankruptcy and other topics of general interest in the banking and accounting fields. Pre-req. ACCT 315.

ACCT 360 ACCOUNTING SYSTEMS**2 S.H.**

Review of the accounting cycle, completion of manual and computerized practice sets, using software such as QuickBooks or Microsoft Dynamics, review of internal control, and the interface of accounting and financial reporting. Pre-req. ACCT 201.

ACCT 400 INDIVIDUAL INCOME TAXATION**3 S.H.**

A study of federal income tax laws applicable to individuals and small business. Pre-req. Junior standing.

ACCT 401 BUSINESS INCOME TAXATION**3 S.H.**

A study of federal income tax laws applicable to corporations and partnerships and advanced problems of individual taxation. Pre-req. Junior standing.

ACCT 450 AUDITING AND ASSURANCE SERVICES**3 S.H.**

A study of standards, concepts, and objectives of auditing, including preparation of audit working papers and audit reports, other assurance services, and problems that arise in the course of an audit. Pre-req. ACCT 201 and Junior standing.

ACCT X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

ACCT X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

ACCT X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Open to students with the background and ability to pursue areas of special interest. Special projects include individual research and reading of topics of special interest and concern to students but not available in the current course offerings. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

ASC 086 PREPARATORY ENGLISH**3 S.H.**

A mature writing style exhibits correct grammar and usage. English 086 enables students who are unprepared for college-level writing to write competent sentences, and to create topics and developmental materials for use in paragraphs and carefully structured multi-paragraph papers. Reading competence, which accompanies writing proficiency, is enhanced as students prepare written responses that engage alertly with texts, identifying authors' main and subordinate ideas and basic strategies. Pre-req. Students who score 14 or less on the ACT English subtest or equivalent exam will be required take this course.

ASC 088 ENGLISH COMPOSITION LAB**1 S.H.**

Supplemental and developmental instruction taken concurrently with ENGL 110. Instruction based on students needs with time allowed for application to ENGL 110 assignments. Students who score between 15-17 on the ACT English subtest or equivalent exams will be required to take this course.

ASC 091 ALGEBRA PREPARATION I**2 S.H.**

This course begins the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include operations with whole numbers and fractions, order of operations, simplification and evaluation of expressions, and evaluation of one and two step linear equations. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Pre-req. Placement is according to placement test scores or on a voluntary basis.

ASC 092 ALGEBRA PREPARATION II**2 S.H.**

This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include the solutions of linear equations and inequalities, formula manipulation, Cartesian geometry and the graphing of linear equations and inequalities, systems of equations, and an introduction to functions. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Pre-req. Placement is according to placement test scores or completion of ASC 091 with a grade of "C" or better.

ASC 093 ALGEBRA PREPARATION III**2 S.H.**

This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include exponents and radicals, algebraic manipulation involving polynomial and rational forms, and unit analysis. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Pre-requisite: Placement is according to placement test scores or completion of ASC 092 with a grade of "C" or better.

ASTR 150 METEOROLOGY (CCN)**3 S.H.**

A study of the earth's atmosphere and the elements of the weather, weather type and storms, meteorological instruments, and weather maps. This course is especially valuable to persons who plan to teach. Pre-req. None. Co-req. ASTR 150L.

ASTR 150L METEOROLOGY LAB (CCN)**1 S.H.**

Two hours lab per week. Procedures will involve the study of atmosphere, including fronts and air masses, clouds, and precipitation, our seasons, and global climate. Basic atmospheric processes and phenomena are studied to provide the student an understanding of our ever changing and sometimes dangerous day-to-day weather. Co-req. ASTR 150.

BADM 300 ESSENTIALS OF BUSINESS DECISION MAKING**3 S.H.**

This course introduces problem scenarios from several disciplines within business, equips students with various tools to address them, and promotes team processes to resolve them. Pre-req. MATH 103.

BADM 301 PRINCIPLES OF MARKETING (CCN)**3 S.H.**

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

BADM 302 PRINCIPLES OF MANAGEMENT (CCN)**3 S.H.**

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

BIOL 111 CONCEPTS OF BIOLOGY (CCN)**3 S.H.**

This is a one-semester comprehensive introduction to the major concepts of modern biology. It studies the characteristics, structure, function, diversity, and inter-relationships of living organisms with an emphasis of areas of human concern. Three hours of lecture per week. Pre-req. None. Co-req. BIOL 111L. Essential Studies.

BIOL 111L CONCEPTS OF BIOLOGY LAB (CCN)**1 S.H.**

Laboratory exercises designed to explore proper lab technique and the characteristics, structure, function, diversity, and inter-relationships of living organisms with an emphasis of areas of human concern. Pre-req. None. Co-req. BIOL 111. Essential Studies.

BIOL 150 GENERAL BIOLOGY I (CCN)**3 S.H.**

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

BIOL 150L GENERAL BIOLOGY I LAB (CCN)**1 S.H.**

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

BIOL 151 GENERAL BIOLOGY II (CCN)**3 S.H.**

Survey of the three domains of living things including archeans, bacteria, protists, fungi, and animals. To include classification, evolution, relationship between structure and function, and ecology. Three hours of lecture per week. Pre-req. BIOL 150, BIOL 150L. Co-req. BIOL 151L. Essential Studies.

BIOL 151L GENERAL BIOLOGY II LAB (CCN)**1 S.H.**

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. Pre-req. BIOL 150, BIOL 150L. Co-req. BIOL 151. Essential Studies.

BIOL 220 ANATOMY AND PHYSIOLOGY I (CCN)**3 S.H.**

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

BIOL 220L ANATOMY AND PHYSIOLOGY I LAB (CCN)**1 S.H.**

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

BIOL 221 ANATOMY AND PHYSIOLOGY II (CCN)**3 S.H.**

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

BIOL 221L ANATOMY AND PHYSIOLOGY II LAB (CCN)**1 S.H.**

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

BIOL 236 SURVEY OF BOTANY**3 S.H.**

A general overview of structure, physiology, life cycles, and ecology of non-seed and seed plants. Three hours of lecture per week. Field activities included. Pre-req. BIOL 151. Co-req. BIOL 236L.

BIOL 236L SURVEY OF BOTANY LAB**1 S.H.**

Lab activities related to the lecture to include microscopy and field activities. Pre-req. BIOL 151. Co-req. BIOL 236.

BIOL 242 PLASMID SCIENCE METHODS I**2 S.H.**

This course consists of one hour of lecture and two hours of hands-on work per week. Students will be introduced to laboratory procedures and equipment, and will become proficient in the areas of media and buffer preparation, plasmid production, plasmid isolation, and plasmid verification. This course will also involve a six-hour job-shadowing experience at a local biotechnology company.

BIOL 243 PLASMID SCIENCE METHODS II**3 S.H.**

This course consists of one hour of lecture and four hours of hands-on work per week. Students will become familiar in the areas of plasmid quantification, plasmid quality control, protein/enzyme synthesis, protein purification, protein/enzyme quantification, and protein/enzyme verification.

BIOL 302 SURVEY OF MICROBIOLOGY (CCN)**3 S.H.**

Acquaints students with microorganisms and their activities. Topics include microbial cell organization, genetics, and the role of microorganisms in disease development and immunity. Three hours of lecture per week. Pre-req. BIOL 111 or BIOL 150. Co-req. BIOL 302L.

BIOL 302L SURVEY OF MICROBIOLOGY LAB (CCN)**1 S.H.**

The lab course is designed to help students grasp the fundamentals of microbiology from a hands-on approach enhanced with technology. The lab content encompasses basic laboratory procedures in observing and identifying microorganisms, handling, and culturing of microorganisms. Two hours of lab per week. Pre-req. BIOL 111 or BIOL 150. Co-req. BIOL 302L.

BIOL 311 INVERTEBRATE ZOOLOGY**3 S.H.**

Three hours lecture per week. Survey of the biology, classification, and ecology of invertebrates, concentrating on the major phyla. Emphasis will include structure and physiological considerations. Multimedia activities will be integrated. Pre-req. BIOL 150 and BIOL 150L or equivalent. Co-req. BIOL 311L.

BIOL 311L INVERTEBRATE ZOOLOGY LAB**1 S.H.**

Two hours laboratory per week. Activities include examination of living and fixed specimens of representative invertebrate genera, including the dissection of larger specimens as appropriate. Field activities will be required. Multimedia activities will be integrated. Co-req. BIOL 311.

BIOL 312 VERTEBRATE ZOOLOGY**3 S.H.**

Three hours lecture per week. Survey of the biology, classification, and ecology of vertebrates, concentrating on the major phyla. Emphasis will include structure of the higher vertebrates. Multimedia activities will be integrated. Pre-req. BIOL 150 and BIOL 150L or equivalent. Co-req. BIOL 312L.

BIOL 312L VERTEBRATE ZOOLOGY LAB**1 S.H.**

Two hours of laboratory per week. Activities include examination of living and fixed specimens of representative vertebrate genera, including specimen dissections. Field activities will be required. Multimedia activities will be integrated. Co-req. BIOL 312.

BIOL 315 GENETICS (CCN)**3 S.H.**

Fundamentals of heredity in microbes, plants, and animals. Both classical and modern genetics with emphasis on molecular basis of genes, inheritance, and gene interactions. Three hours of lecture per week. Pre-req. BIOL 150, BIOL 236, BIOL 311 or BIOL 312 and one year of chemistry. Co-req. BIOL 315L.

BIOL 315L GENETICS LAB (CCN)**1 S.H.**

The lab course is designed to help students grasp the fundamentals of genetics from a hands-on approach enhanced with laboratory experiments. The lab content encompasses basic laboratory procedures in basic genetics, DNA analysis, and cytogenetics. Two hours of lab per week. Pre-req. BIOL 150, BIOL 236, BIOL 311 or BIOL 312 and one year of chemistry. Co-req. BIOL 315.

BIOL 332 GENERAL ECOLOGY**3 S.H.**

A study of plant and animal communities and their adaptations to and interactions with their environments, both biotic and abiotic. Supporting topics include intra-specific and interspecific interactions, population dynamics, biomes and ecosystems, and ecosystem diversity. Pre-req. None.

BIOL 341 CELL BIOLOGY**3 S.H.**

Fundamentals of prokaryotic and eukaryotic cells. Structure and composition cell membrane and cell organelles and their functions. Molecular organization of important cell organelles including the nucleus, mitochondria, and chloroplast. Three hours of lecture per week. Pre-req. BIOL 151 and CHEM 341. Co-req. BIOL 341L.

BIOL 341L CELL BIOLOGY LAB**1 S.H.**

The lab course is designed to help students grasp the fundamentals of Cell Biology from a hands-on approach enhanced with technology. The lab content encompasses basic laboratory procedures in cell and tissue culture, chromosome staining and visualization, use of gel matrixes in separating and detecting nucleic acids and protein, and analysis of nucleic acids databases using different bioinformatics tools. Two labs per week. Pre-req. BIOL 151 and CHEM 341. Co-req. BIOL 341.

BIOL 350 MOLECULAR BIOLOGY**3 S.H.**

Molecular biology involves the understanding of the interactions between the various molecules of a cell and their role in molecular processes in eukaryotic and prokaryotic cells. Topics include structure, function, and regulation of the genetic materials at the molecular level, gene organization, structures and functions of DNA, RNA, and proteins, gene transcription and expression, manipulation of genetic materials and DNA recombinant technology. Three hours of lecture per week. Pre-req. BIOL 150, CHEM 360. Co-req. BIOL 350L.

BIOL 350L MOLECULAR BIOLOGY LAB**1 S.H.**

Lab includes activities related to lecture. Activities will promote development of techniques and skills in areas as nucleic acid extraction, purification, and digestion with restriction endonucleases, amplification of DNA using PCR, gene cloning, transformation, and identification. Co-req. BIOL 350.

BIOL 476S COMPREHENSIVE REVIEW AND EXAMINATION**1 S.H.**

The course is a comprehensive review of all courses within the major field taken to complete the Bachelor of Science in Biology or the Composite in Biology Education preparatory to taking a comprehensive exam. The exam will consist of questions which are appropriate to courses taken in completion of the major.

BIOL 497S INTERNSHIP**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Biology faculty, and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Credits may not be applied to the B.S.Ed. degree program except as excess beyond the required and elective credits as listed in this catalog. Course may be repeated depending upon the availability of work sites and faculty approval. Pre-req. junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading.

BIOL X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

BIOL X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service-learning experiences will be arranged through the appropriate division chair. A total of 6 total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

BIOL X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Designed to meet the needs and interests of individual students. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

BOTE 205 ADVANCED WORD PROCESSING AND PUBLISHING APPLICATIONS**3 S.H.**

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

BOTE 347 COMPUTER APPLICATIONS IN BUSINESS**3 S.H.**

Intermediate to advanced use of spreadsheet (Excel) and database (Access) applications. Students have opportunity to develop and adapt technology skills used in applying business theory to analyze and solve problems. Pre-req. CIS 114 and CIS 116. This course is recommended as a prerequisite for BUSN 323 Managerial Finance.

BUSN 305 FOUNDATIONS IN ENTREPRENEURSHIP**2 S.H.**

This course will provide a basic understanding of the entrepreneurial process. The student will spend time researching successful and unsuccessful new business ventures and interacting with entrepreneurs. A comprehensive self-assessment will help students better understand their own personal aspirations while identifying necessary skill sets and competencies. Oral and written communication skills will be featured in this introductory course. Pre-req. CIS 112, CIS 118, BADM 302.

BUSN 307 PROFESSIONAL SELLING**3 S.H.**

This course provides a study of the professional selling process including prospecting, qualifying, need-discovery and development, relationship-building, presentations, handling objections, closing, and post-sale service. The course will employ a variety of learning methods to provide students opportunity to develop in professionalism and knowledge of business and selling. Pre-req. CIS 112, or equivalent knowledge of MS Word, and BADM 301.

BUSN 310 FUNDAMENTALS OF REAL ESTATE AND INSURANCE**3 S.H.**

General introduction to real estate and insurance as a business and a profession including real property concepts, and liability, homeowner's, and personal automobile insurance concepts. Designed to prepare students for the real estate license exam, the insurance license exam, and for continuing professional education.

BUSN 311 REAL ESTATE APPRAISAL**3 S.H.**

An examination of the nature of real property value, the functions and purposes of appraisal, and the functions and methods of estimating value with emphasis on residential market value. Pre-req. BUSN 310.

BUSN 312 REAL ESTATE FINANCING**3 S.H.**

A study of institutions involved in real estate financing, the procedures and techniques requisite to the analysis of risks involved in financing, terminology, and real property taxation, plus the procedures and documents pertaining to a typical residential mortgage loan closing. Pre-req. BUSN 310.

BUSN 318 ADVERTISING AND PROMOTION MANAGEMENT**3 S.H.**

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

BUSN 323 MANAGERIAL FINANCE**3 S.H.**

An introduction to business finance. Included topics are financial analysis and planning, working capital management, the capital budgeting process, and long-term financing. Pre-req. ACCT 201 and CIS 114, or equivalent knowledge of Microsoft Excel.

BUSN 334 BUSINESS COMMUNICATION**3 S.H.**

This course is designed to cover a full range of business communications whether it be external/internal written, oral, and/or nonverbal. The application of skills will be exhibited by using traditional methods and technology. This course requires students to demonstrate successful individual and collaborative communication skills in the areas of electronic, verbal, and nonverbal communication. This course should immediately improve a student's communication while building a solid foundation of skills to be used inside and outside of the contemporary business environment. Pre-req. ENGL 120 or ENGL 125, COMM 110.

BUSN 336 APPLIED STATISTICS**3 S.H.**

This course examines the basic concepts of probability and statistics and applies them in a business setting. Included are inferential statistics topics such as estimation, hypothesis testing, analysis of variance and simple and multiple regression. A limited number of non-parametric techniques will be explored. Pre-req. CIS 114, and MATH 103.

BUSN 340 PROJECT MANAGEMENT**3 S.H.**

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

BUSN 351 HUMAN RESOURCE MANAGEMENT**3 S.H.**

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

BUSN 355 MANAGEMENT INFORMATION SYSTEMS**3 S.H.**

Business managers must understand the applications and impact of various information systems, including discipline application software, and the contribution of these systems to improving business processes, managing relationships with external business partners, and creating a competitive advantage for the firm. Pre-req. BADM 302.

BUSN 365 ENTREPRENEURIAL BUSINESS PLANS**3 S.H.**

This course will give the student a keen understanding of the theoretical and practical tool - THE BUSINESS PLAN - for launching an entrepreneurial venture. An extensive critique and study of ALL the components of this tool including planning, marketing, financing, and operating will be the focal point of this course. Pre-req. ACCT 201, BUSN 305, BADM 301, and CIS 114, or equivalent knowledge of Excel.

BUSN 391 PROFESSIONAL DEVELOPMENT**1 S.H.**

This course is designed to prepare students for the transition from school to work and assist them in presenting themselves in the most positive manner. Course content includes, but is not limited to, job search activities, opportunities and documents as well as business etiquette and appropriate business attire. Pre-req. Junior standing or instructor permission.

BUSN 405 TOPICS AND ISSUES IN ENTREPRENEURSHIP**2 S.H.**

This course will provide the student with opportunities to "think entrepreneurship" at a higher level through an extensive review and discussion of case studies. The student will then apply entrepreneurial principles and solve problems that are typically encountered by new business ventures. Pre-req. BUSN 305.

BUSN 418 OPERATIONS MANAGEMENT**3 S.H.**

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. Recommended prerequisites are CIS 114 and BUSN 336.

BUSN 423 CONSUMER BEHAVIOR**3 S.H.**

This course provides the student with a usable, managerial understanding of consumer behavior. Emphasis will be placed on studying the complexity and uncertainty of consumer behavior and its impact for marketing products and services. The course will also study the external and internal influences that appear to shape the behavior of the consumer, as well as the decision-making process. Pre-req. BADM 301, CIS 112, CIS 118, and PSYC 111 or SOC 110.

BUSN 425 RESEARCH AND READING IN THE BUSINESS CONTENT AREA**3 S.H.**

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

BUSN 429 ADVANCED MARKETING MANAGEMENT**3 S.H.**

This course provides an advanced look at the scope and nature of marketing, and offers the student opportunity to develop his/her ability to use knowledge and analytical skills gained in other marketing and business courses. Students will be afforded occasion to explore and engage with topics crucial to the development. Implementation, and control of marketing programs and activities designed to build, measure, and manage brands and brand equity. Pre-req. BADM 301.

BUSN 430 PROFESSIONAL LEADERSHIP**3 S.H.**

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

BUSN 435 ENTREPRENEURIAL BUSINESS PLAN PRACTICUM**4 S.H.**

This course will serve as the culminating experience for the entrepreneurial student. The student will develop a business plan for a new venture. At the conclusion of the semester, each business plan will be presented to a panel of experts to assess the quality of the plan and the feasibility of the venture. Pre-req. BUSN 405.

BUSN 451 LENDING**3 S.H.**

This course will focus on the loan underwriting process from the inception of the loan to ongoing documentation requirements during the term of the loan. Students will learn the steps involved in analyzing a loan based on the credit history of the borrower, cash flow of the business, collateral offered, capacity of the borrower and loan conditions as well as the ongoing support information required during the term of the loan. Students will also study the strategies and skills necessary to solicit new loan and deposit business. Pre-req. BUSN 323.

BUSN 455 BUSINESS POLICIES**3 S.H.**

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

BUSN 482S BUSINESS COMPREHENSIVE**1 S.H.**

A capstone project for students completing the B.A.S. degree with a major in Business Administration. The project is to be initiated during the first semester of the senior year. The student will work with a faculty member to develop the project, which will culminate in a senior paper and multimedia presentation open to all interested persons. S/U grading. This course fulfills LEAP requirements and must be completed through Mayville State University.

BUSN 497S INTERNSHIP**.5 - 10 S.H.**

The student is given an opportunity to work closely with management in an on-the-job training basis. The manager guides the student through all levels and departments in a business, familiarizing the intern with all aspects of the business. The Internship Program is dependent upon the availability of employer sites. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. Pre-req. consent of division internship supervisor. S/U grading only.

BUSN X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

BUSN X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

BUSN X99 SPECIAL TOPICS (CCN)**3 S.H.**

Open to students with the background and ability to pursue areas of special interest. Special projects include individual research and reading of topics of special interest and concern to students but not available in the current course offerings. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

CHEM 121 GENERAL CHEMISTRY I (CCN)**3 S.H.**

This course is an introduction to the fundamental concepts of chemistry including, matter, measurement, atoms, ions, molecules, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, and gases. The course consists of three hours of lecture per week. Pre-req. None. Co-req. CHEM 121L, MATH 103. Essential Studies.

CHEM 121L GENERAL CHEMISTRY I LAB (CCN)**1 S.H.**

Students will develop familiarity with equipment and techniques used in chemical laboratories; will learn about the process of scientific inquiry; will develop an awareness of safety issues in a chemical laboratory; will gain an understanding of quantitative measurements, significant figures; and will perform a variety of experiments such as determining chemical formulae, characterizing solutions, thermochemical measurements, elementary synthesis reactions, solubility measurements. The course consists of two hours of laboratory per week. Pre-req. None. Co-req. CHEM 121. Essential Studies.

CHEM 122 GENERAL CHEMISTRY II (CCN)**3 S.H.**

This course is a continuation of the study of the fundamentals of chemistry including intermolecular forces, liquids, solids, kinetics, equilibria, acids and bases, solution chemistry, precipitation, thermodynamics, and electrochemistry. The course consists of three hours of lecture per week. Pre-req. CHEM 121, CHEM 121L. Co-req. CHEM 122L. Essential Studies.

CHEM 122L GENERAL CHEMISTRY II LAB (CCN)**1 S.H.**

Students will develop familiarity with basic equipment and techniques used in chemical laboratories; will learn to interpret data using graphical analysis and spreadsheets; will use equipment and chemical reagents in a safe manner; and will gain the ability to perform a variety of chemistry experiments, for example involving enthalpy measurements and phase changes, elementary chromatography, colligative properties of solutions, rates of chemical reactions, titration analysis, etc. The course consists of two hours of laboratory per week. Pre-req. CHEM 121, CHEM 121L. Co-req. CHEM 122. Essential Studies.

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

Principles and applications of gravimetric, volumetric, and absorptiometric analysis. The course consists of three hours of lecture. Pre-req. Admission to major or consent of instructor. Co-req. CHEM 330L.

CHEM 330L QUANTITATIVE ANALYSIS I LAB (CCN)**1 S.H.**

This course consists of one two-hour lab period per week and the assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT Certification Program for all related majors. The students will conduct data analysis by using advanced spreadsheet operations. Pre-req. CIS 114. Co-req. CHEM 330.

CHEM 341 ORGANIC CHEMISTRY I (CCN)**4 S.H.**

This course is an introduction to organic chemistry including structure and bonding, nomenclature, stereochemistry, functional groups, and spectroscopy for structure determination. This course consists of four hours of lecture per week. Pre-req. CHEM 122. Co-req. CHEM 341L. This course fulfills LEAP requirements and must be completed through Mayville State University.

CHEM 341L ORGANIC CHEMISTRY I LAB (CCN)**1 S.H.**

This course consists of one two-hour lab period per week. The assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT Certificate Program for all related majors. Students will conduct experiments using appropriate technology, analyze data, and create lab reports using appropriate software applications. Pre-req. CHEM 122. Co-req. CHEM 341.

CHEM 342 ORGANIC CHEMISTRY II (CCN)**4 S.H.**

This course is a continuation of the study of fundamental concepts of organic chemistry including structure and reactivity, name reactions, carbon-carbon bond forming reactions, biomolecules, polymers, and multistep synthesis. This course will utilize current software applications for data collection, analysis and presentation. Chemistry modeling software will be used to present and discuss various course concepts including reactivity. Completion of this course fulfills part of the IT Certificate Program requirements for chemistry majors. This course consists of four hours of lecture per week. Pre-req. CHEM 341, CHEM 341L. Co-req. CHEM 342L.

CHEM 342L ORGANIC CHEMISTRY II LAB (CCN)**1 S.H.**

This course consists of one two-hour lab period per week. The assignments will be applicable to the lecture. Completion of this course fulfills part of the requirements for the IT Certificate Program for all related majors. Students will conduct experiments using appropriate technology, analyze data, and create lab reports using appropriate software applications. Pre-req. CHEM 341, CHEM 341L. Co-req. CHEM 342.

CHEM 360 ELEMENTS OF BIOCHEMISTRY (CCN)**3 S.H.**

Fundamental concepts of biochemistry of the molecules of life with emphasis on structure-function relationships as they relate to proteins, nucleic acids, and carbohydrates. Topics include the properties of proteins and enzymes, nucleic acids, carbohydrates and lipids, metabolism and energy production, DNA replication and protein synthesis. Three hours of lecture per week. Pre-req. CHEM 341 and admission to major or consent of instructor. Co-req. CHEM 360L.

CHEM 360L ELEMENTS OF BIOCHEMISTRY LAB (CCN)**1 S.H.**

Lab includes activities related to the lecture. Activities will promote development of techniques and skills in areas such as DNA extraction; different gel electrophoresis systems, utilization of bioinformatics tools and DNA amplification using PCR technologies. Students will conduct experiments using appropriate technology, analyze data, and create lab reports using appropriate software applications. One two-hour lab period per week. Co-req. CHEM 360.

CHEM 466 SURVEY OF PHYSICAL CHEMISTRY**3 S.H.**

An introduction to thermodynamics, quantum mechanics, statistical mechanics, and kinetics. Related activities and laboratory exercises are contained within the lecture material of this course. Pre-req. CHEM 122, MATH 165, PHYS 212 and admission to major or consent of instructor. Co-req. CHEM 466L.

CHEM 466L SURVEY OF PHYSICAL CHEMISTRY I LAB**1 S.H.**

Assignments will be applicable to the lectures. Completion of this course fulfills part of the requirements for the IT Certificate Program for all majors. In addition to the chemistry content of the course, numerous examples and problems are examined using graphical mathematical software. Consists of one two-hour lab per week. Pre-req. CIS 114. Co-req. CHEM 466.

CHEM 470L INTEGRATED LAB**1 S.H.**

Students will complete at least two major projects through the semester. The first project will be an example lab experience synthesizing contest knowledge and laboratory skills from multiple areas of chemistry. The final project will be a student-developed project that must include knowledge and skills from a minimum of two areas of chemistry (inorganic, organic, analytical, physical, or biochemistry). The student is responsible for developing the project and performing the necessary experiments. Pre-req. Admission to major and senior standing.

CHEM 497S INTERNSHIP**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. The number of credit hours is determined by the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Credits may not be applied to the B.S. Ed. degree. Pre-req. junior or senior standing, completion of three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading only.

CHEM X92 EXPERIMENTAL COURSES (CCN)**.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

CHEM X95 SERVICE LEARNING (CCN)**.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

CHEM X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Open to students with the background and ability sufficient to pursue areas of special interest with a high degree of independence. Examples of acceptable areas include literature searches, laboratory-based research projects, or curriculum development projects. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

CIS 112 INTRODUCTION TO WORD PROCESSING**1 S.H.**

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

CIS 114 INTRODUCTION TO SPREADSHEET APPLICATIONS**1 S.H.**

A hands-on course in the use of basic spreadsheet application software. Student will demonstrate a required level of proficiency in the following skill sets: managing files, working with cells, formatting worksheets, page setup and printing, working with worksheets and workbooks, working with formulas and functions, and using charts and objects. Pre-req. Experience with input devices, Windows environment, and file management.

CIS 116 INTRODUCTION TO DATABASE APPLICATIONS**1 S.H.**

A hands-on course in the use of basic database application software. Student will demonstrate a required level of proficiency in the following skill sets: planning and designing basic databases, working with Access software, building and modifying tables, building and modifying forms, viewing and organizing information, defining relationships, producing reports, integrating with other applications, and using Access tools. Pre-req. Experience with input devices, Windows environment, and file management.

CIS 118 INTRODUCTION TO PRESENTATION GRAPHICS**1 S.H.**

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

CIS 175 INFORMATION LITERACY**1 S.H.**

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. Essential Studies.

CIS 204 PROGRAMMING I**3 S.H.**

An introduction to programming using a language such as Visual Basic.Net. Topics include basic control structure, data types, objects, properties, and programming events.

CIS 205 PROGRAMMING II**3 S.H.**

A continuation of CIS 204, students are required to use and understand more complex structure, to solve more complex problems, and to incorporate a much broader skill set into the problem solving/programming process. The language will remain the same as used in Programming I. If time allows, we will design a game such as a 2D RPG. Pre-req. CIS 204 with a minimum grade of C.

CIS 220 HARDWARE TROUBLESHOOTING**3 S.H.**

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

CIS 240 INTRODUCTION TO GRAPHIC DESIGN**3 S.H.**

This course combines design principles, history, and current technology to present students a comprehensive introduction to the field of graphic design. Keeping pace with rapid changes in the field of design, while maintaining a consistently high academic quality, the course emphasizes design structure, visual perception and digital design, with a wide range of visuals from throughout design history, as well as the latest contemporary illustrations.

CIS 270 OPERATING SYSTEM PRINCIPLES**3 S.H.**

An introduction to a variety of computer operating systems. Emphasis will be on terminology, concepts, system commands, architecture, maintenance, and troubleshooting. Hands-on experience with operating systems and operating environments such as Windows and Linux at the workstation and introductory server level. Pre-req. Sophomore standing.

CIS 300 INTRODUCTION TO RELATIONAL DATABASE**3 S.H.**

This course provides an understanding of the fundamentals of relational database design and physical implementation of the database using a PC based Database Management System (DBMS) software. The topics covered in this course are data and file storage concepts, database management system concepts, relational database terminology, relational data-base modeling (logical database design) using entity relationship diagram, physical database design considerations, and database implementation using DBMS software. Recommended pre-req. CIS 116.

CIS 310 DATA COMMUNICATIONS**3 S.H.**

An introduction to principles of the data communications process. Emphasis is on the layered architecture of the Internet. Security issues and solutions are introduced.

CIS 312 NETWORK ADMINISTRATION I**3 S.H.**

An introduction to a variety of computer network principles and focusing on the hardware components used to run a network. The focus will be on configuration, managing and troubleshooting the elements of a basic network infrastructure. This class will cover network basics, networking devices, implementation, and network management. Pre-req. CIS 310.

CIS 313 SYSTEM ADMINISTRATION I**3 S.H.**

This course provides a foundation for the administration of servers in a Windows and Linux server-based network. Topics include the server network architecture, DNS, server installation and configuration, physical and logical storage devices, Active Directory and domain management of users, groups and computer accounts. Pre-req. CIS 270.

CIS 320 DATA AND NETWORK SECURITY**3 S.H.**

Computer security issues have moved to the forefront of the technology industry and business. This course introduces a broad range of computer security. Pre-req. CIS 312, CIS 313.

CIS 330 SYSTEMS ANALYSIS AND DESIGN**3 S.H.**

This course covers techniques and methodologies used for developing modern computer applications. Topics discussed are need for analysis and design, object-oriented approach to systems analysis and design, various types of systems models and their uses. A heavy emphasis is placed on the Agile project management methodology. Pre-req. CIS 205, CIS 360.

CIS 360 ADVANCED RELATIONAL DATABASE MANAGEMENT SYSTEMS**3 S.H.**

This course covers fundamentals of relational database design and physical implementation of the design using an enterprise level server based (Database Management System) software. There will be an emphasis on using query language (SQL) to manipulate and retrieve information from a database. The topics covered in this course are: client-server technology, relational data modeling, database queries using SQL, stored procedures, functions and triggers, DBMS specific SQL extension commands, writing database scripts, database application administration, and security issues. Pre-req. CIS 300.

CIS 365 WEB SITE DESIGN AND DEVELOPMENT**3 S.H.**

This course introduces the theory and design of Web site development. Emphasis is given on writing Web page code using XHTML tags and client-side scripting using JavaScript. The topics covered in this course are Internet and Web site terminology and technology discussions, XHTML tags, elements of a Web page (image, text, horizontal line, table, hyperlinks and bookmarks, frame, and form), Web page formatting using cascading style sheets, designing Web site navigation structure, Web site file and directory structure, data validation and other dynamic effects using JavaScript, and publishing Web site to a Web server. Pre-req. Sophomore standing.

CIS 375 C++**3 S.H.**

This course provides understanding of fundamentals of computer application programming using C++ programming language. It has a focus on programming logic using C++ language syntax. Various programming topics discussed are: console input and output statements, data types and structures, decision statements, function, arrays, pointers, text processing, writing data to and reading data from files, exception handling, and debugging. Pre-req. CIS 205.

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

This course provides broad knowledge and skills needed to develop applications for the Microsoft .NET Platform using C#. This course covers language syntax, data types, control structures, .NET core classes and how to use them, object-oriented programming concepts, application debugging and runtime error handling. When time allows, we will employ the skills gained to create a game, such as a 3D RPG. Pre-req. CIS 205.

CIS 385 CONTEMPORARY MULTIMEDIA TOOLS**4 S.H.**

The purpose of this course is to give students hands-on experience with finding, evaluating, using and recommending free multimedia tools (mTools) to use in a professional setting. Students will have assigned readings and discussion questions pertaining to the topic. They employ the ADDIE process of analyzing, designing, developing, implementing and evaluating to complete thorough evaluations. Evaluations will make recommendations for each tool with regard to its applications, strengths, weaknesses and tips and tricks for how to use it. Students will maintain reflective journals during the evaluation processes. Students will have peer partners who will conduct peer reviews of each evaluation. A variety of multimedia tools will be utilized as part of the class experiences as well, such as Moodle, Jing and Google sites. Students will also complete a cumulative project with a tool of their choice. At the end of the course they will have portfolios of multimedia tool evaluations, projects and writings to share with interested parties. Pre-req. Familiarity with the internet, Junior or Senior standing. Essential Studies.

CIS 411 ADVANCED SYSTEM AND NETWORK ADMINISTRATION**3 S.H.**

This course provides a foundation for the advanced configuration of servers and network components. Topics will include managing a secure network, remote administration, systems monitoring and performance, optimization, disaster recovery, wireless configuration, troubleshooting, and virtualization with a blended "hands-on" experience. Pre-req. CIS 312, CIS 313.

CIS 412 DATABASE SERVER ADMINISTRATION**3 S.H.**

This course will provide a foundation for setting up and maintaining some of the most common Database Management Systems. The primary focus will be on Microsoft SQL Server for Windows, Oracle for Linux/Windows, and MySQL for Linux/Windows. Topics such as installation, maintenance and tuning, monitoring, OLAP, and SQL best practices will be covered. Pre-req. CIS 312, CIS 313.

CIS 414 EMAIL SERVER ADMINISTRATION**3 S.H.**

This course will provide a fundamental understanding of how to install and maintain some of the most frequently used email solutions. The primary focus will be on Microsoft Exchange for Windows Servers and Postfix for Linux servers. Students will learn how to add accounts, monitor activity, and various aspects of security for these systems. Pre-req. CIS 312, CIS 313.

CIS 415 WEB SERVER ADMINISTRATION**3 S.H.**

This course will study the installation, maintenance and tuning of some of the most frequently used web server solutions. The primary focus will be on Microsoft IIS for Windows Servers and Apache Web Server for Windows and Linux. Topics such as installation, site setup and maintenance, SSL Certificates, ISAPI filters, URL rewriting, and security will be covered. Pre-req. CIS 310, CIS 411.

CIS 421 WEB APPLICATION PROGRAMMING**3 S.H.**

This course has a focus on server-side and client-side scripting using one of the industry's popular scripting languages. In this course students will learn how to create database-driven Web sites including user interface design aspects. Pre-req. CIS 365, CIS 377.

CIS 422 .NET WEB APPLICATION PROGRAMMING**3 S.H.**

This course focuses on advanced web programming concepts including three-tier object-oriented Web application, cookies session management, Web services, master page, data validation, and use of SQL-stored procedures for data management. A .NET programming/scripting language is used in this course. Pre-req. CIS 365, CIS 377.

CIS 430 DATABASE APPLICATION PROGRAMMING**3 S.H.**

This course focuses in design and implementation of two-tier and three-tier client-server type database application that would support management of business data on a database. An object-oriented programming language is used in this course. Pre-req. CIS 377.

CIS 455 CIS CAPSTONE**2 S.H.**

The capstone project is an opportunity for senior students to demonstrate their ability to apply and combine the various skills they have acquired in the CIS major program. The students will be able to use the finished project as a tool to market themselves to potential employers. To this end, the projects are planned and managed to encourage a high level of quality and professionalism. Pre-req. Senior standing. This course fulfills LEAP requirements and must be completed through Mayville State University.

CIS 497S INTERNSHIP**.5 - 10 S.H.**

The student is given the opportunity to work in an application-programming environment through on-the-job training. The host site supplies a supervisor who works closely with the student for a one-semester experience, which represents a full academic load. The co-op experience is dependent upon the availability of internship sites and the academic advisor's consent. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. S/U grading.

CIS X92 EXPERIMENTAL COURSES (CCN)**.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

CIS X95 SERVICE LEARNING (CCN)**.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

CIS X99 SPECIAL TOPICS (CCN)**.5 - 4 S.H.**

Specialized topics in CIS that reflect new developments in the computer industry or that meet student needs. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

COMM 110 FUNDAMENTALS OF PUBLIC SPEAKING (CCN)**3 S.H.**

This course focuses on the theory and practice of discussing, informing, persuading, and entertaining in a public speaking context, with appropriate use of graphic presentation software and other current technologies and includes a section on electronic communication. This essential studies course prepares the student for active participation in oral and electronic communication not only in the classroom, but also as a member of the community. Pre-req. None. Essential Studies.

COMM 212 INTERPERSONAL COMMUNICATION (CCN)**3 S.H.**

This course focuses on the theory and practice of communication in interpersonal relationships. Students will study the dynamic elements of personal communication between people, including perception, self-expression, the verbal and nonverbal tools of communication, listening, personal disclosure, conflict management, and relationship development. Students will increase the range of choices they make in their personal interactions.

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

Radio Broadcasting introduces students to the skills necessary for the industry in relationship to on air broadcasting and technology required. The class requires participation in Comet Radio and is graded S/U.

COMM 250S FORENSICS PRACTICUM**1 S.H.**

This course offers students participation and practice in the Mayville State University forensics program. Students are required to attend weekly coaching sessions and participate in at least two intercollegiate tournaments or on campus equivalents during the semester. The course may be repeated up to four credits with consent of the Director of Forensics. Open to all students. Pre-req. None. S/U grading.

COMM 280 UNDERSTANDING FILM & TELEVISION**3 S.H.**

A basic analysis of film and television history, form, and function. Includes background lectures, film and television program viewing and discussion.

COMM 284S RADIO PRACTICUM**1 S.H.**

Radio practicum introduces students to the skills necessary to the industry: management, production, marketing, communications, and technology. This class is graded S/U and requires participation in Comet Radio.

COMM 286S PROMOTIONS PRACTICUM**1 S.H.**

The course provides students with an understanding of how to strategically plan promotions. Students are able to engage in real life event activities such as planning, marketing, advertising, production, writing, and more. Students are taught time management along side promotions. This course directs students to have hands-on experience with writing newsletters, promotions, alumni relations, Web site writing and creation, and advertising. S/U Grading.

COMM 301 INTRODUCTION TO LITERARY CRITICISM**3 S.H.**

Cross-listed with ENGL 301. A chronological exploration of major texts in literary criticism, beginning with the classical era and emphasizing the reading of primary text. Pre-req. grade of "C" or better in ENGL 110 and ENGL 120.

COMM 311 ORAL INTERPRETATION OF LITERATURE**3 S.H.**

This course focuses on the understanding and appreciation of literature through reading and analysis of various texts and genres and oral performance of those texts before a public audience. Students will learn techniques for analysis and interpretation techniques for performance.

COMM 314 ARGUMENTATION AND DEBATE (CCN)**3 S.H.**

This course focuses on investigation of the structure, types, and tests of arguments with practical application in preparing and presenting debates. Students will study topical issues, examining the various positions of possible advocacy, develop arguments for and against, and learn to present those arguments in a public-speaking format. Pre-req. COMM 110 or consent of instructor.

COMM 323 WRITING AND EDITING FOR THE MEDIA**3 S.H.**

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 professionals 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 class is required for the Communications major, however this class is open to students from other majors whose planned careers may include communicating with groups of people using social media technology.

COMM 402 INTERCULTURAL COMMUNICATION**3 S.H.**

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

COMM 414 MEDIA LAW AND ETHICS**3 S.H.**

This course examines the changes and issues that are dominating the exploding phenomena of social media. Students will learn how to research the complex legal opinions that now define, and have reshaped the centuries-old laws and principles of conduct for members of the Media. To fully appreciate and understand how these changes have, and are, affecting publishing law recent legal decisions will be studied and discussed in the classroom. Guest speakers will include (whenever possible), professionals from the publishing and legal fields who have firsthand knowledge of cases that have influenced publishing law. Changing perceptions of what is ethical and unethical practices by today's members of the media will be examined and discussed. Some of the areas to be covered include: pornography, Free Speech, Free Press, Fair Use, copyright, trademark, student rights, school newspaper, libel and privacy laws. This examination is not a substitute for the services of a qualified legal professional, but a working knowledge of these issues will help students know when to contact a legal professional.

COMM 497S COMMUNICATION INTERNSHIP**3 S.H.**

Supervised experience in the mass media or related field consistent with student's career objectives. Final report, employer's evaluation and samples of work required. Formal application in advance of internship needs department approval. S/U grading only. Pre-req. Junior standing and instructor consent. This course fulfills LEAP requirements and must be completed through Mayville State University.

COMM X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

COMM X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

COMM X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Individual research problems designed and carried out by the student under the supervision of a faculty member. The course is planned to permit the interested student to examine and study new developments in both forms and influences in modern communication. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and division chair approval required.

EC 203 SIGN LANGUAGE**4 S.H.**

Cross-listed with EDUC 203. This course will explore the use of sign language with both verbal and nonverbal children. Sign language is an effective method of communicating with very young children who are in the process of developing spoken language as well as with children needing speech and language intervention. Students will learn a variety of signs to use with children in many different situations. Pre-req. None.

EC 210 INTRODUCTION TO ECE (CCN)**3 S.H.**

Cross-listed with EDUC 210. This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children will also be explored. Some of the conditions addressed include cultural diversity, socio-economic conditions, and family structures. Course content also includes play, and the stages of cognitive, social/affective, and physical development of young children. This course is for educators who will be teaching in Birth to Third Grade classrooms. Pre-req. None. Co-req. EC 211.

EC 211 OBSERVATIONS, ASSESSMENT, AND INTERPRETATION TECHNIQUES**3 S.H.**

Cross-listed with EDUC 211. This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the Course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use and interpret assessment instruments to determine the ability levels of children (birth-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. Pre-Req. None. Co-req. EC 210.

EC 298 AA INTERNSHIP**3 S.H.**

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

EC 310 STRATEGIES IN EARLY ELEMENTARY**3 S.H.**

This course includes planning for instruction, learning styles, cooperative learning, and classroom management. Development of a reflective teaching lesson that incorporates Developmentally Appropriate Practice is essential. The focus of this course includes a 30 hour field experience working with preschool to third grade students. This practice teaching experience will allow students to implement teaching strategies learned in this course. Pre-req: EC 210, EC 211, EDUC 250, EDUC 298. Only available to cohort students in B.S.Ed. Early Childhood Education

EC 311 SOCIAL STUDIES STRATEGIES IN EARLY ELEMENTARY**3 S.H.**

This course includes a variety of Social Studies concepts such as research-based teaching strategies, inquiry, simulations, multiple intelligences, and critical thinking skills. The Thematic approach is used for designing two units. One unit is based on North Dakota Studies and the second unit is based on Social Studies; both units will include history, culture, time, people, places, and change. The STEM teaching experience will allow students to incorporate teaching strategies learned in this course. Pre-req. Admission to Teacher Education. Co-req. EC 316, EDUC 436, SCNC 320. Only Available to Cohort students in B.S.Ed. Early Childhood Education.

EC 313 LANGUAGE AND LITERACY IN ECE (CCN)**3 S.H.**

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

EC 315 READING IN EARLY ELEMENTARY**3 S.H.**

An introductory course in the teaching of developmental reading at the elementary level. The course includes directed study and reflective research in reading instruction theory and a field based experience. A balanced approach to literacy is used and includes a variety of instructional strategies with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. These five areas of reading instruction provide the foundation for teaching reading which students will apply in actual settings. Students will use Live Text format for creating lesson plans and complete online research for assignments. Pre-req. Admission to Teacher Education and EC 313. Only available to Cohort students in B.S.Ed. Early Childhood Education.

EC 316 LANGUAGE ARTS IN EARLY ELEMENTARY**1 S.H.**

A continuation of EC 315 with a focus on oral communication, written expression, handwriting, spelling, literature, and basic reading skills in primary grades. Students will demonstrate library research and technology competencies in developing their Philosophy of Education paper. Pre-req. EC 315 and Admission to Teacher Education. Co-req. EC 310, EC 311, SCNC 320. Only available to Cohort students in Early Childhood Education.

EC 320 INFANTS AND TODDLERS (CCN)**3 S.H.**

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

EC 322 ADMINISTRATION AND LEADERSHIP IN ECE (CCN)**3 SH**

This course focuses on the development and administration of Early Childhood programs, based on QUALITY childcare research and child development theories. Students will become familiar with the management aspects of childcare programs. Such topics as: health and safety regulations, finance, working with parents and the community, and licensing requirements will be considered. Students will also focus on leadership and building their skills in educational leadership. Educators who will be teaching in birth to third grade classrooms. Pre-req. EC 210, EC 211.

EC 326 NORTH DAKOTA STUDIES IN EARLY ELEMENTARY**1 S.H.**

This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Pre-req. Admission to Teacher Education. Co-req. EC 310, EC 315. Only available to Cohort students in Early Childhood Education.

EC 333 PRE-K METHODS/MATERIALS (CCN)**3 S.H.**

This course emphasizes developmentally appropriate curricula based on the needs and interests of individual pre-kindergarten children. This includes an awareness of each child's culture and family background when planning activities. Because play is critical to a child's development, students will plan and implement both child-directed activities and teacher-directed lessons. Students will also design and assess teacher made materials. They will demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies. Pre-req. EC 210, EC 211. Co-req. EC 376.

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

The purpose of this course is to address play, music and movement, creative art, and drama in the early childhood and primary education classrooms. Students will develop and implement an integrated curriculum that focuses on individual children's needs and interests, considering especially each child's individual culture and family. 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 in grades Pre-K-3rd Grade. This course is for educators who will be teaching in Birth to Third Grade classrooms. Pre-req. EC 210, EC 211.

EC 336 SOCIAL AND EMOTIONAL DEVELOPMENT AND GUIDANCE IN ECE (CCN)**3 S.H.**

Cross-listed with EDUC 336 and SPED 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of preschool to grade 3 children, and are encouraged to take this course when they will also be taking a field experience. Educators who will be teaching in birth to third grade classrooms. Pre-req. EC 210, EC 211.

EC 338 HOME, SCHOOL, COMMUNITY RELATIONS (CCN)**3 S.H.**

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

EC 340 ASSESSMENT AND DOCUMENTATION IN INFANT AND TODDLER PROGRAMS**3 S.H.**

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. Pre-req. EC 210, EC 211.

EC 341 LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS**3 S.H.**

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

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

This course will explore the influence of the physical setting, schedule, routines, and transitions on infant and toddler development. Students will learn how to use these experiences to promote children's development and learning. The course will also address the unique guidance techniques needed when caring for very young children. Pre-req. EC 210, EC 211.

EC 343 CLASSROOM MODIFICATIONS**3 S.H.**

Cross-listed with EDUC 343 and SPED 343. This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies and methods to meet the needs of children, youth and young adults representing "at risk" populations. These populations include those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities and materials.

EC 345 GRANT WRITING**2 S.H.**

Cross-listed with EDUC 345. This course will help students find appropriate sources for grants and offer suggestions for submitting an effective proposal. Education specific grants will be addressed as the main focus. Content will include a review of the application process, expert writing tips, specific techniques for an efficient plan, and practical advice on budget development. Pre-req. ENGL 110, ENGL 120.

EC 375 SUPERVISED TUTORIAL EXPERIENCE**3 S.H.**

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

EC 376 FIELD EXPERIENCE IN ECE**1 S.H.**

This course is designed to give students a field experience in an early childhood classroom where they will implement curriculum and instructional practices that are covered in EC 333: Pre-K Methods and Materials. Students will actively engage in the early childhood setting, including play time, while under the supervision of professional early childhood staff. Pre-req. EC 210, EC 211. Co-req. EC 333.

EC 398 CHILD DEVELOPMENT INTERNSHIP**6 S.H.**

The purpose of this course is to relate what is learned in the early childhood classes to actual teaching practices. This six credit course is intended for students who have not had an internship in an Associate of Arts program. Students will teach both formal and informal (play) activities under supervision with children ages 0-5. The setting for this internship will be different from the setting for EC 375, so that students get a variety of experiences. They will need 300 hours minimum direct contact with children. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This experience occurs at the conclusion of the major and specialization course work. Pre-req. or Co-req. EC 412, 418.

EC 398A BA INTERNSHIP**3 S.H.**

This course is intended for students in the Bachelor of Arts Early Childhood program who already have an Associate of Arts with an internship. Students will teach both formal and informal (play) activities with children ages 0-5, under supervision, in a setting that is different from the setting where they completed their AA degrees and different from their EC 375 setting. They will need a minimum of 150 hours direct contact with children. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This experience occurs at the conclusion of the major and specialization course work. Pre-req. or Co-req. EC 412 and EC 418.

EC 412 DIVERSITY AND PROFESSIONALISM IN ECE**3 S.H.**

This course emphasizes the importance of ethical, professional, and collaborative behavior for teachers in their interactions with children, families, colleagues, and other professionals. Working with and appreciating the diverse backgrounds of each of these groups will also be explored. Students will reflect on their practices and learn to self-assess as a basis for program planning and continued professional development. Awareness of and commitment to the professional code of ethics will also be covered in this course. Pre-req. EC 333.

EC 418 TECHNOLOGY, MATH, AND SCIENCE IN ECE**3 S.H.**

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

EC 495 SERVICE LEARNING IN ECE**2 S.H.**

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

ECON 105 ELEMENTS OF ECONOMICS (CCN)**3 S.H.**

An exploration of selected contemporary issues designed for students who are not business majors. This introductory survey examines topics in both microeconomics and macroeconomics including supply and demand, wealth and poverty, market structures, inflation, unemployment and the role of government in the economy. Pre-req. None. Essential Studies.

ECON 201 PRINCIPLES OF MICROECONOMICS (CCN)**3 S.H.**

This course examines how individual consumers, businesses and units of government function in the economy. It includes opportunity cost, supply and demand, production and cost analysis, market structures, taxation, government provision of goods and services and income distribution. Pre-req. None. Essential Studies.

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

This course examines aggregate measures and issues of the economy, including income unemployment, business cycles, inflation, economic growth, fiscal policy, money and monetary policy, the global economy and international trade. Pre-req. None. Essential Studies.

ECON 332 THE GLOBAL ECONOMY AND THE DEVELOPING WORLD**3 S.H.**

Cross-listed with GEOG 332. A study of local, national, and global economic life describing and explaining the geographic factors involved in the production, distribution and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the (ADD developing countries) and theories that have been developed to explain spatial structure. Pre-req. Sophomore standing or consent of instructor.

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

Cross-listed with HIST 423. This course explores the emergence of a global economy and the causes of global disparities in wealth. Intensive readings and discussion examine the economic rise of the West from circa 1500, the development of the petroleum industry in the twentieth century and aspects of the contemporary economic era. Pre-req. HIST 102 or HIST 104 or consent of instructor.

ECON X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

ECON X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

ECON X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

A special projects course in economics designed to meet the interests and needs of a mature student who has mastered the basic theories of the discipline. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

EDUC 203 SIGN LANGUAGE**4 S.H.**

Cross-listed with EC 203. This course will explore the use of sign language with both verbal and non-verbal children. Sign language is an effective method of communicating with very young children who are in the process of developing spoken language as well as with children needing speech and language intervention. Students will learn a variety of signs to use with children in many different situations. Pre-req. None.

EDUC 210 INTRODUCTION TO ECE (CCN)**3 S.H.**

Cross-listed with EC 210. This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children will also be explored. Some of the conditions addressed include cultural diversity, socio-economic conditions, and family structures. Course content also includes play, and the stages of cognitive, social/affective, and physical development of young children. This course is for educators who will be teaching in Birth to Third Grade classrooms. This course is for educators who will be teaching in Birth to Third Grade classrooms. Pre-req. None. Co-req. EDUC 211.

EDUC 211 OBSERVATIONS, ASSESSMENT, AND INTERPRETATION TECHNIQUES**3 S.H.**

Cross-listed with EC 211. This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the Course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use and interpret assessment instruments to determine the ability levels of children (birth-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. Pre-Req. None. Co-req. EDUC 210.

EDUC 250 INTRODUCTION TO EDUCATION (CCN)**2 S.H.**

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 multi-culturalism in education, and current trends in curriculum and instruction. Students will be introduced to the professionalism of teaching. Pre-req. Completion of ENGL 110, ENGL 120 with a grade of "C" or higher. Co-req. EDUC 298, EDUC 272.

EDUC 255 CHILD AND ADOLESCENT PSYCHOLOGY (CCN)**3 S.H.**

Cross-listed with PSYC 255. This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. THIS COURSE IS THE REQUIREMENT FOR ALL EDUCATION MAJORS (early childhood, pre-school, elementary, middle and secondary education). Applied Psychology majors should enroll in PSYC 250. It is strongly recommended that PSYC 399-Readings in Psychology (1 S.H.) be a Co-req. for better preparation in the students' specialty area. Pre-req. PSYC 111.

EDUC 272 EDUCATIONAL TECHNOLOGY**1 S.H.**

The purpose of this course is 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 learn to use technology as a tool for teaching to support student engagement and motivation. Teacher candidates will demonstrate developing proficiencies in the use of educational technologies to create interactive teaching and learning opportunities. This course uses the National Educational Technology Standards and INTASC principles to guide learning experiences. Co-req. EDUC 250 and EDUC 298.

EDUC 276 PRAXIS CORE ACADEMIC SKILLS TEST PREP**1 S.H.**

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. Course may be repeated for Praxis exam preparation or focused study post exam. S/U grading.

EDUC 290 THEORIES OF LEARNING & MANAGEMENT**2 S.H.**

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. Pre-req. PSYC 111.

EDUC 298 PRE-PROFESSIONAL FIELD EXPERIENCE AND SKILLS DEVELOPMENT (CCN)**1 S.H.**

Students taking this course will complete a pre-professional field experience to gain practical experience while observing teaching practices in the classroom setting and completing activities with students or activities that contribute to the daily operations of the classroom as assigned by the cooperating teacher. Prospective teacher candidates will identify the instructional and logistical responsibilities of teachers within a local K-12 education system during the field experience. Students will receive support in preparing and registering for the Praxis Core Academic Skills for Educators tests. Pre-req. Completion of ENGL 110, ENGL 120 with a grade of "C" or higher. Co-req. EDUC 250, EDUC 272.

EDUC 301 STRATEGIES IN THE ELEMENTARY SCHOOL**3 S.H.**

This course is required of all elementary majors. This course includes planning for instruction, learning styles, cooperative learning and classroom management. Development of a reflective teaching lesson is also included. Elementary earth science is the focus of this course and involves an extended science teaching experience in the Mayville nature area (during F semester only) as well as developing an earth science teaching unit that is taught to fourth grade students. Lesson planning will be done using the Live Text format. Pre-req. Admission to Teacher Education. Co-req. EDUC 318, EDUC 324, MATH 307, MUSC 323, SCNC 321.

EDUC 302 SOCIAL STUDIES STRATEGIES IN THE ELEMENTARY SCHOOL**3 S.H.**

This course is required of all elementary majors following EDUC 301. This course allows the pre-professional teacher to practice implementing research-based teaching strategies in the classroom and in the two required field-based teaching 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. Students collaboratively create a thematic decades unit to develop a foundational understanding of teaching the strands of social studies through multiple methods. Diversity Field Experiences Include: A required two-day experience at Tate Topa Elementary School on the Spirit Lake Reservation in Fort Totten, ND (fall and spring semesters); Pelican Rapids, MN (fall semester only) Pre-req. EDUC 301 and Admission to Teacher Education. Co-req. EDUC 319, EDUC 325, HPER 319.

EDUC 304 CAREER DEVELOPMENT FACILITATION**3 S.H.**

Cross-listed with PSYC 304. This course is designed as a pre-service and in-service program for individuals who wish to attain the knowledge, competencies and skills needed to become a career development facilitator (CDF). Career Development Facilitators assist students in K-12 as well as those in post-secondary and adult education to explore career options, to identify personal career interests and goals, to access job market information, and to provide assistance in making appropriate career decisions. Specific competencies that students enrolled in this course will achieve include knowledge of labor market information and resources; experiences in assessment of individual career interests, abilities and values; knowledge of career development models; identification of skills needed for employment; appropriate use of technology resources; development of consultation skills; techniques for the management and promotion of the CDF program; and processes for the training of clients and peers. The course is intended to be taken in addition to PSYC 302-Interpersonal and Helping Skills Development. Credit for field experience through service learning or internship credit will also be expected to complete the CDF certification.

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

Cross-listed with ENGL 317 and LMIS 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-req. Sophomore standing.

EDUC 318 READING IN THE ELEMENTARY SCHOOL**3 S.H.**

An introductory course in the teaching of developmental reading at the elementary level. The course includes directed study and reflective research in reading instruction theory and a field-based experience. A balanced approach to literacy is used and includes a variety of instructional strategies with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. These five areas of reading instruction provide the foundation for teaching reading with students will apply in actual settings. Students will use Live Text format for creating lesson plans and complete online research for assignments. This course is required for Secondary/Special Education double majors. It is recommended double majors take MATH 307 and EDUC 318 at the same time. Pre-req. Admission to Teacher Education. Co-req. EDUC 301, EDUC 324, MATH 307, MUSC 323, SCNC 321

EDUC 319 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL**3 S.H.**

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. Students will demonstrate library research and technology competencies in developing their philosophy of education paper. Students will participate in a 5-week field-based experience in area public schools. Diversity Field Experiences Include: A required two-day experience at Tate Topa Elementary School on the Spirit Lake Reservation in Fort Totten, ND (fall and spring semesters); Pelican Rapids, MN (fall semester only). Pre-req. EDUC 318 and Admission to Teacher Education. Co-req. EDUC 302, EDUC 325, HPER 319.

EDUC 320 INFANTS AND TODDLERS (CCN)**3 S.H.**

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

EDUC 324 NORTH DAKOTA STUDIES**1 S.H.**

This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Pre-req. Admission to Teacher Education. Co-req. EDUC 301, EDUC 318, MATH 307, MUSC 323, SCNC 321.

EDUC 325 ELEMENTARY CLASSROOM ART**2 S.H.**

The primary purpose of this course is to learn how to effectively implement methods and materials for teaching classroom art lessons in grades Pre-K – K-6. In addition, students will explore arts and crafts representative of other cultures. Students will use Live Text format for creating lesson plans and complete online research for art assignments. Pre-req. Admission to Teacher Education. Co-req. EDUC 302, EDUC 319, HPER 319.

EDUC 336 SOCIAL AND EMOTIONAL DEVELOPMENT AND GUIDANCE IN ECE (CCN)**3 S.H.**

Cross-listed with EC 336 and SPED 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of preschool to grade 3 children, and are encouraged to take this course when they will also be taking a field experience. Educators who will be teaching in birth to third grade classrooms. Pre-req. EC 210, EC 211.

EDUC 337 SPECIAL NEEDS IN ECE**3 S.H.**

Cross-listed with SPED 337. Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to working with students in the inclusive environment. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical. Educators who will be teaching in birth to third grade classrooms. Pre-req. EC 210, EC 211.

EDUC 338 HOME, SCHOOL, COMMUNITY RELATIONS (CCN)**3 S.H.**

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

EDUC 343 CLASSROOM MODIFICATIONS**3 S.H.**

Cross-listed with EC 343 and SPED 343. This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies and methods to meet the needs of children, youth and young adults representing "at risk" populations, those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities and materials.

EDUC 345 GRANT WRITING**1 S.H.**

Cross-listed with EC 345. This course will help students find appropriate sources for grants and offer suggestions for submitting an effective proposal. Education specific grants will be addressed as the main focus. Content will include a review of the application process, expert writing tips. Specific techniques for an efficient plan, and practical advice on budget development. Pre-req. ENGL 110. ENGL 120.

EDUC 350 REMEDIAL READING**3 S.H.**

Cross-listed with SPED 350. This course includes an overview and application of research-based assessment, diagnostic practices, and corrective reading methods to provide interventions and differentiated support in reading instruction. Students will learn to assess, analyze assessment data, and plan and practice research-based instructional strategies that support student learning styles and different reading abilities, including English Language Learners. Students will demonstrate teaching competencies using research-based assessment and instructional strategies for small group, whole group and individual learners in a regular classroom setting and within intensive reading programs. Students will participate in student-led inquiry, shared teaching practice and performance, and case study applications. A short observational field experience is required for F and S course offerings. This course is required for the North Dakota Reading Credential. Pre-req. Admission to teacher education, EDUC 318 or EC 315.

EDUC 351 REMEDIAL READING PRACTICUM**1-2 S.H.**

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 the 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. This course must be taken for 2 credits for the North Dakota Reading Credential. Special Education Majors may choose the 1 S.H. option. Pre-req. Admission to teacher education, EDUC 350.

EDUC 370 PSYCHOLOGY OF ABNORMAL BEHAVIOR (CCN)**3 S.H.**

Cross-listed with PSYC 370. Students in this course will review historical perspectives on the identification of abnormal behavior and psychological disorders. Special emphasis will be given to discussing difference between adaptive and maladaptive behavior, as well as to appreciating ethnic/cultural difference. An overview of the system used for diagnosis, specific assessment techniques, and empirically supported treatments for psychological disorders will be provided. Pre-req. PSYC 111.

EDUC 380 TEACHING ENGLISH LANGUAGE LEARNERS**1 S.H.**

This course will cover 15 topics related to the education of ELLs to include: Use of Home Language Survey, administration and screening assessments, Federal and State Laws on ELL programming and the Rights of ELL's, Federal Title III program guidelines and school requirements, LEP/ELL accommodations for assessment and instruction, ND Century and Administrative Code regarding ELL Programs and Services, Targets, Criteria and Accountability for ELL, Exit Criteria, ACCESS for ELLs annual assessment, and Individualized Language Plans & ELL Program Models. Teacher candidates will develop understandings of programs options for ELL's and learn how to make instructional decisions to respect the individual strengths and needs of English Language Learners based upon ELD Standards and Can-Do Descriptors. Pre-Req. Admission to Teacher Education. Co-Req. EDUC 381. Experimental Course.

EDUC 381 HUMAN RELATIONS AND CULTURAL DIVERSITY**3 S.H.**

This course engages students to analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Teacher candidates will learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds including Native American, African American, Asian American, and Hispanic as well as refugee populations. Teacher candidates will examine stereotypes, prejudice, discrimination, and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different ethnic groups to provide a supportive educational environment. Students will participate in one or more field experiences. Pre-req. Admission to Teacher Education. Co-Req: EDUC 380 Teaching English Language Learners.

EDUC 390 SPECIAL NEEDS IN AN INCLUSIVE ENVIRONMENT**3 S.H.**

This is an introductory course in identifying children, youth and young adults with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, emotional/behavior disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. This course serves as approved documentation of enrollment in additional special education coursework for special education majors. Pre-req. Admission to Teacher Education and Junior Standing.

EDUC 398 SECONDARY EDUCATION FIELD EXPERIENCE**1 S.H.**

This course is designed for students who are earning one or more secondary education majors and compliments their content area methods course (i.e., English, Sciences, Social Sciences, PE, Health, and Math). The experience will include a 30-hour field placement in a regional secondary school classroom (grades 7-12). Time in the school setting is included in the students plan of study through registered hours on Tuesday and Thursday mornings. Students will observe their cooperating teachers, examine the professional practice of teaching, reflectively journal, teach one lesson, demonstrate professional disposition and model ethical practice. The teacher candidate will be observed by their methods instructor once during the experience; this observation will include pre and post conferences and feedback on instruction. Pre-req. Admission to Teacher Education. Co-req. EDUC 481, 482, 483, 484 or 485-Secondary Methods.

EDUC 400 STUDENT TEACHING**5 OR 10 S.H.**

This course is generally the last course the students would take in their education programs. The students would work in any of the following areas which would appear on their transcripts: Kindergarten; elementary; secondary or middle school; or any combination thereof. Students who are registered for this course are asked to complete a survey which addresses the diversity of the classroom (and school) to which the students are assigned. For more information, see the section on student teaching found in the program information pages. Pre-req. Admission to student teaching. Co-req. EDUC 401.

EDUC 401 ELECTRONIC PORTFOLIO, ASSESSMENT AND SEMINAR**2 S.H.**

All education majors at Mayville State University are required to complete an electronic portfolio as a requirement for graduation. The process begins in EDUC 272 Educational Technology and continues throughout the teacher candidates' education with checkpoints regularly scheduled three times throughout the program. The electronic portfolio process guides teacher candidates to document progress towards mastery of state and national teacher education standards facilitating their development as reflective practitioners. Teacher candidate portfolios provide evidence of work with diversity and differentiation in the classroom. This course fulfills LEAP requirements and must be completed through Mayville State University. Professional development seminars will be held throughout the semester. Pre-req. Admission to Teacher Education. Co-req. EDUC 400.

EDUC 422 LEARNING THEORY AND EVALUATION**3 S.H.**

Cross listed with PSYC 422. This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management. The theories will help students identify a range of tools for planning, instruction and evaluation, beginning with the identification of learning goals, the subsequent diagnosis of diverse student needs, provision for effective instruction with feedback, critique and creation of evaluation methods and use of assessment results to improve teaching as well as learning. Specific topics addressed also include classroom management, educational diagnosis, assessment and interpretation, and practical applications. Pre-req. PSYC 111, and Junior standing.

EDUC 426 READING IN THE CONTENT AREA**3 S.H.**

Cross-listed with ENGL 426. The focus of the course is on development of instructional strategies to teach reading and comprehension in all K-12 classrooms. Studies focus on basic principles of developmental reading theory and practice while focusing on diverse learners and learning styles. Participation in teaching demonstrations support the student's use of teaching strategies. This course emphasizes reflective teaching practice and the commitment to varying teaching methods and assessment approaches for K-12 teachers. Students will complete an arranged literacy-based teaching field experience in the Fall session. This course is required for all secondary education majors. The course is required to apply for the North Dakota Reading Credential. Pre-req. Admission to Teacher Education and Junior Standing.

EDUC 430 FOUNDATIONS OF THE MIDDLE SCHOOL**2 S.H.**

This course will explore the fundamental principles upon which the middle school is founded. Some of the topics to be covered include: the history of the Junior High Movement; the history of the Middle School Movement; creation of appropriate learning environments; and consideration of various program designs to accommodate the developmental dynamics of learners aged ten to fourteen. Pre-req. None.

EDUC 435 MIDDLE SCHOOL METHODS AND MATERIALS**3 S.H.**

This course is designed to provide opportunities for middle level educators to develop a wide repertoire of general teaching methods which will meet the needs of ten to fourteen year olds to grow intellectually while being encouraged to enhance their curiosity. The middle level educator will learn when and how to use a variety of appropriate research-based teaching methods and selected thematic teaching units in order to make the curriculum an ongoing set of activities which promote continued, sequential learning and organized knowledge. Pre-req. None.

EDUC 436 KINDERGARTEN METHODS**2 S.H.**

This course emphasizes developmentally appropriate practices for instruction in the kindergarten classroom. Students design and assess teacher-made materials, demonstrate skills in student assessment and use of research-based instructional strategies to teach early literacy, science, mathematics, arts, music and movement, and social studies. Students will develop and implement lesson plans that support differentiated instruction and child-directed activities for kindergarteners. Students learn strategies to develop supportive home-school relationships and classroom volunteer networks. BSED EC students are required to take this as a co-req with EC311 in summer Block session. Pre-reqs. EDUC 250, EDUC 298, EC 210, EC 211. Co-req. EC 311 (for BSED EC students).

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

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 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. Pre-req. Admission to Teacher Education.

EDUC 481 SECONDARY METHODS FOR ENGLISH**2 S.H.****EDUC 482 SECONDARY METHODS FOR HEALTH AND PHYSICAL EDUCATION****2 S.H.****EDUC 483 SECONDARY METHODS FOR MATHEMATICS****2 S.H.****EDUC 484 SECONDARY METHODS FOR SCIENCE****2 S.H.****EDUC 485 SECONDARY METHODS FOR SOCIAL SCIENCE****2 S.H.**

These courses are designed to assure that pre-service students majoring in content specific secondary education programs will be exposed to the same curricular topics, which include creating of a unit of instruction with lesson plans, the opportunity to teach the unit to high school students, ability to use a rubric for assessment purposes, classroom organization and management, and use of alternative instructional strategies adapted to subject matter content. Students will write a philosophy of education paper specific to their content area. Other topics will be covered as appropriate to specific subject methods. Pre-req. Admission to Teacher Education. Co-req. EDUC 398.

EDUC 497 INTERNSHIP IN EDUCATION**.5-12 S.H.**

This internship is an off-campus, faculty-approved work experience related to the student's major course of study. Students pursuing the Special Needs Generalist minor, Studies in Education major, and other major/minors as appropriate, will need to complete this internship with a letter grade. The transcript notation will designate the specific internship. Special Needs Generalist students must successfully complete a minimum of 30 clock hours. Pre-req. 2.75 cumulative institutional/transfer grade point average, and approval of the division. Letter grade.

EDUC 497S INTERNSHIP**.5-10 S.H.**

An off-campus, faculty-approved work experience related to the student's major course of study. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. The course may be repeated depending on the availability of work sites. Pre-req. 2.75 cumulative institutional/transfer grade point average, and approval of the division S/U grading. This course fulfills LEAP requirements and must be completed through Mayville State University.

EDUC X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

EDUC X95 SERVICE LEARNING (CCN)**.5 – 2 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

EDUC X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Open to experienced teachers who wish to work on some specific problems they have met in their teaching. Open to students admitted to Teacher Education. Also available to award credit for special workshops. Credit hours arranged. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division Chair approval required.

EDUC 599 SPECIAL TOPICS: STEM TEACHING STRATEGIES**1-4 S.H.**

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

EDUC 800 CONTINUING EDUCATION**.4-5 S.H.**

Seminars, Inservice, tec. S/U grading.

ENGL 110 COLLEGE COMPOSITION I (CCN)**3 S.H.**

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

ENGL 120 COLLEGE COMPOSITION II (CCN)**3 S.H.**

During their university careers, students are expected to write documented papers for a variety of classes and purposes. Accordingly, English 120 requires students to write substantial documented papers that skillfully deploy evidence from credible sources in support of a clear thesis and that exhibit control of structure and tone. To this end each student will write an analytical paper on a literary or historical work that is read and discussed by the class, but the course includes research writing on a topic chosen by the student and approved by the instructor. Class time is devoted to the process of drafting and revision in consultation with peers, instructor, and/or Writing Center. Pre-req. Successful completion of ENGL 110 or equivalent course or 27 or above on the ACT English subtest or equivalent exams. Essential Studies.

ENGL 125 BUSINESS AND TECHNICAL WRITING**3 S.H.**

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. Pre-req. Successful completion of ENGL 110 or equivalent course or 27 or above on the ACT English subtest or equivalent exams. Essential Studies.

ENGL 220 INTRODUCTION TO LITERATURE (CCN)**3 S.H.**

Emphasizing canonical masterpieces of European literature, this course explores poetry, drama, and fiction, introducing and employing standard literary terminology for discussion and writing. Pre-req. Successful completion of ENGL 110.

ENGL 250 LITERATURE IN A MULTICULTURAL WORLD**3 S.H.**

A chronological survey tracing the roots and developments of Western culture as reflected in the great masterpieces of literature in their historical and philosophical/religious contexts. Since the Western world is multicultural, the course also includes readings from such cultures as Mexican, African, and Asian literary works which provide diverse cultural perspectives. Pre-req. Sophomore standing and ENGL 120, or consent of the instructor. Essential Studies.

ENGL 260 AMERICAN LITERATURE MASTERPIECES (CCN)**3 S.H.**

A chronological survey of American literature from its colonial beginnings to the present, with representative selections drawn from mainstream as well as minority and woman writers. Pre-req. ENGL 120.

ENGL 301 INTRODUCTION TO LITERARY CRITICISM**3 S.H.**

Cross-listed with COMM 301. A chronological exploration of major texts in literary criticism, beginning with the classical era and emphasizing the reading of primary text. Pre-req. grade of "C" or better in ENGL 110 and ENGL 120.

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

Cross-listed with EDUC 317 and LMIS 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-req. Sophomore standing.

ENGL 340 LITERATURE OF THE NON-WESTERN WORLD**3 S.H.**

This course surveys literature written from non-Western perspectives. It explores the contemporary relevance and ideas seen in extant pre- and post-colonial works written by non-Western writers. Selected works for study may include African, Chinese, Japanese, Indian, or Middle-Eastern authors. Literary forms may include folktales, novels, and poetry. Pre-req. ENGL 110.

ENGL 341 MASTERPIECES OF BRITISH LITERATURE**3 S.H.**

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

ENGL 350 YOUNG ADULT LITERATURE AND MEDIA**3 S.H.**

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

ENGL 360 SHAKESPEARE**3 S.H.**

An introduction to the dramatic works of Shakespeare emphasizing Elizabethan-Jacobean knowledge of the universe and the human being, the stage conventions of the time, etc. Tragedies, comedies, and histories are studied with consideration of applications, materials, and approaches appropriate for secondary-level teaching. The course will be presented in seminar or tutorial format. Pre-req. ENGL 120 or instructor's consent.

ENGL 392 ADVANCED GRAMMAR**3 S.H.**

AA basic introduction to the history and structure of the English language. Attention is given to the development of modern English from its roots in Old English (Anglo-Saxon) and Middle English. Students will have the opportunity to analyze and critique modern grammar as it is understood in its modern context, with consideration given to the context of the Secondary English Classroom. Experimental Course.

ENGL 408 ADVANCED COMPOSITION**3 S.H.**

Advanced composition focuses on scholarly writing and critical/theoretical readings in composition, as well as the "essay" as a form. Students will write substantive, researched essays that question and critique how academia controls, inhibits, and propagates various discourse communities via prose standards. Rhetorical analysis, argumentation, and academic style are central concerns of the course. Pre-req. ENGL 120 or instructor's consent.

ENGL 425 WORLD LITERATURE SEMINAR**3 S.H.**

A course in canonical literature with an emphasis on non-English Western literature in translation. Author's studies have included Dostoevsky, Tolstoy, Gogol, Chekhov and Turgenev, but offerings devoted to Dante, Ariosto, Tasso, Cervantes Manzoni, etc. are possible. The course will be presented in seminar or tutorial format. Pre-req. ENGL 120 or instructor's consent.

ENGL 426 READING IN THE CONTENT AREA**3 S.H.**

Cross-listed with EDUC 426. The focus of the course is on development of instructional strategies to teach reading and comprehension in all K-12 classrooms. Studies focus on basic principles of developmental reading theory and practice while focusing on diverse learners and learning styles. Participation in teaching demonstrations support the student's use of teaching strategies. This course emphasizes reflective teaching practice and the commitment to varying teaching methods and assessment approaches for K-12 teachers. Students will complete an arranged literacy-based teaching field experience in the Fall session. This course is required for all secondary education majors. The course is required to apply for the North Dakota Reading Credential. Pre-req. Admission to Teacher Education and Junior Standing.

ENGL 460 BRITISH NOVEL**3 S.H.**

Complete novels by canonical British authors are read, with at least one book every semester being suitable for use on the secondary education level. At various times the course has included novels by Defoe, Jane Austen, Charlotte Bronte, Dickens, Elizabeth Gaskell, Joseph Conrad, Evelyn Waugh and others. The course may be presented in seminar or tutorial format. Pre-req. ENGL 120 or instructor's consent.

ENGL 476S COMPREHENSIVE EXAMINATION**1 S.H.**

The English Comprehensive Exam is an open-book analytical and reflective essay, written on a topic developed by the English faculty, written during a two-hour session within four weeks of the semester's end. Prior to receiving the topic by email three days before the writing session, the student may review English course materials independently and/or in consultation with English faculty. It is the student's responsibility to arrange such consultation in a timely manner. The essay is evaluated as satisfactory/unsatisfactory by members of the English faculty. This course fulfills LEAP requirements and must be completed through Mayville State University.

ENGL 497S INTERNSHIP**.5 - 10 S.H.**

An off campus, faculty approved work experience related to the student's major or minor program in English. Available only with the approval of the division chairperson. The faculty person responsible for the course determines credit hours. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. Pre-req. Junior or Senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor, and consent of the faculty director. S/U grading.

ENGL X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

ENGL X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

ENGL X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Individual research or readings on approved topics result in one long paper or several shorter papers. Topics may be chosen from areas of language study, rhetoric, literature, or the teaching of English. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

GEOG 103 MULTICULTURAL WORLD, GLOBAL ISSUES**3 S.H.**

This is an introductory course focusing on how diversity, global and multicultural issues affect communities around the world. The course is focused on modes of critical thinking that stress both considerations of "space and place" and the interconnected roles of the "local" and "global" in shaping our world. Topics included are the global distribution of population, migration, popular culture, languages, religions, ethnicities, environment, food and agriculture, urbanization and economic systems. Pre-req. None. Essential Studies.

GEOG 115 INTRODUCTORY GEOLOGY (CCN)**3 S.H.**

Cross-listed with GEOL 115. An introductory course which includes principles of physical and historical geography 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. Co-req. GEOG 115L.

GEOG 115L INTRODUCTORY GEOLOGY LAB (CCN)**1 S.H.**

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. Co-req. GEOG 115.

GEOG 262 GEOGRAPHY OF NORTH AMERICA (CCN)**3 S.H.**

A study of the geographic regions of the United States and Canada. Pre-req. Completion of the Freshman English sequence.

GEOG 300 WORLD REGIONAL GEOGRAPHY AND ANTHROPOLOGY**3 S.H.**

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

GEOG 320 GEOGRAPHIC EDUCATION 9-12**3 S.H.**

A survey of the nature of teaching Geography in grades 9-12; and the Web resources available to teachers in that pursuit.

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

Cross-listed with SCNC 322. The course will use a balanced approach to develop a broad perspective on current environmental issues. The relationship of legal, economic, and social issues to the underlying scientific problems will be considered. Immediate environmental problems and the relationship of humans to their environment will be discussed. Possible solutions to human-generated problems will be considered from both the human-centered and the life or Earth-centered points of view. The course will consist of three lecture-discussion periods weekly, and will include materials from current sources. Pre-req. One year of lab science or consent of the instructor.

GEOG 332 THE GLOBAL ECONOMY AND THE DEVELOPING WORLD**3 S.H.**

Cross-listed with ECON 332. A study of local, national, and global economic life describing and explaining the geographic factors involved in the production, distribution and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the (ADD developing countries) and theories that have been developed to explain spatial structure. Pre-req. Sophomore standing or consent of instructor.

GEOG 433 GEOGRAPHY OF EUROPE**3 S.H.**

This course provides an introduction to the physical and cultural geographies of Europe. Topics explored include its physical settings and environments, population and migration trends, economics, languages, religions, popular cultures, cuisines, and political organization. This course is video intensive. Pre-req. Sophomore standing.

GEOG 445 GEOGRAPHY FIELD TRIP**3 S.H.**

Credit for geography field trips and travel experiences may be arranged. Students will bear the cost of each field trip. Pre-req. Consent of instructor.

GEOG 474 GEOGRAPHIC INFORMATION SYSTEMS I**3 S.H.**

An introductory course which examines the nature of raster and vector data models and the analytical capabilities and products which they bring to bear on the solution of geographic problems. Students will learn to use ARCVIEW GIS to solve geographic-based problems. A fee for software license may apply. Pre-req. Successful completion of GEOG 300 or consent of instructor.

GEOG 480S GEOGRAPHY COMPREHENSIVE**1 S.H.**

The Geography comprehensive is a challenging capstone project in which the senior student will select a research topic to explore after attending a series of seminar classes presented by the faculty. The student will then research his/her project, write the paper according to the guidelines provided in the seminar, prepare a PowerPoint presentation on their paper and lastly defend the paper to faculty and students using the PowerPoint. S/U grading. This course fulfills LEAP requirements and must be completed through Mayville State University.

GEOG X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

GEOG X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service-learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

GEOG X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

This course will consist of 1) independent study project either as an adjunct to another geography or political science course, or as additional study to prepare for a career in or related to geography; or 2) a special course on a topic of current geographic or political importance. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

GEOL 115 INTRODUCTORY GEOLOGY (CCN)**3 S.H.**

Cross-listed with GEOG 115. An introductory course which includes principles of physical and historical geography 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. Co-req. GEOL 115L.

GEOL 115L INTRODUCTORY GEOLOGY LAB (CCN)**1 S.H.**

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. Co-req. GEOL 115.

HIST 101 WESTERN CIVILIZATION I (CCN)**3 S.H.**

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

HIST 102 WESTERN CIVILIZATION II (CCN)**3 S.H.**

History 102 is designed to provide students with a basic knowledge of World History from Early Modern Europe through current times. Areas covered are Religious Wars, Rise of Absolutism, Enlightenment and Exploration, France v. Britain for world power, French Revolution and Napoleon, German and Italian unification, World War I, years between World Wars, World War II and the Modern World. Pre-req. None. Essential Studies.

HIST 103 U. S. TO 1877 (CCN)**3 S.H.**

A historical survey of United States History from its earliest European backgrounds to 1877. Pre-req. None. Essential Studies.

HIST 104 U. S. SINCE 1877 (CCN)**3 S.H.**

A historical survey of United States History from 1877 to the recent past. Pre-req. None. Essential Studies.

HIST 250 SURVEY OF SCANDINAVIAN HISTORY**3 S.H.**

Coverage of selected topics from the Viking age until the present in the history of Northern Europe, including the modern nations of Norway, Sweden, Finland, Denmark, and Iceland. Individual topics address the interaction of this region with the rest of the world. This course does not attempt to be comprehensive, but highlights particular topics and themes with emphasis on the twentieth century. Pre-req. ENGL 120, HIST 101, or consent of instructor.

HIST 305 CONSTITUTIONAL HISTORY**3 S.H.**

Cross-listed with POLS 305. Study of the American government and issues related to American politics in their constitutional and cultural perspectives. Topics include how the multicultural character of Americans, past and present, has influenced the development of government under the Constitution; how events have shaped the interpretation of the Constitution; and how real world practice varies from the descriptions in the Constitution. Pre-req. None.

HIST 314 IDEOLOGY AND GOVERNMENT**3 S.H.**

Cross-listed with POLS 314. This course is a place for detailed study of ideology and government. A special focus of the course is the alternative view of the world and politics in a multicultural setting. Topics include the major ideologies of modern and post-modern times, and a deep look at major world democratic governments. Pre-req. GEOG 103.

HIST 319 COLONIAL AND REVOLUTIONARY AMERICA**3 S.H.**

Cross-listed with POLS 319. This course begins by emphasizing the founding of the original thirteen colonies and their development. The second phase of the course traces the events that lead to the American Revolution, The War, and The Treaty of Paris in 1783 and concludes with the writing of the Constitution and the establishment of the United States. Pre-req. ENGL 120, or consent of instructor.

HIST 330 HISTORY OF AMERICAN DIPLOMACY**3 S.H.**

Cross-listed with POLS 330. This course focuses on the major events in American Diplomacy beginning with the American Revolution and going through the 20th century. Pre-req. HIST 103, HIST 104, and ENGL 120, or consent of instructor.

HIST 339 THE VIETNAM WAR (CCN)**3 S.H.**

This course emphasizes the study of the Vietnam War with special emphasis on the views of the war from the North Vietnamese and American side. The course begins by studying Chinese imperialism in Vietnam and then moves to French control of the area. The second phase traces U.S. involvement in Vietnam and the quagmire that is known as the Vietnam War. The course concludes with the U.S. withdrawal, the F of Saigon and the current situation in Vietnam. There will be discussion of the military side of the war and how it related to the political decisions made by all sides. Pre-req. ENGL 120, or consent of instructor.

HIST 395 NAZI GERMANY AND THE HOLOCAUST**3 S.H.**

This course begins with a study of the development of anti-Semitism and the role it played in the Nazi rise to power in Germany. The second phase of the course is the development of Nazi policies related to the Final Solution (Holocaust) and concludes with the Nuremberg War Crimes Trial (IMT). Pre-req. ENGL 120, or consent of instructor.

HIST 406 THE UNITED STATES: CIVIL WAR AND RECONSTRUCTION, 1850-1877**3 S.H.**

This course begins by studying the events and factors that helped to bring on the Civil War. The second phase of the course looks at events related to the war, diplomacy, personalities, Emancipation Proclamation tactics, etc., and concludes with Reconstruction and related issues. Pre-req. Successful completion of ENGL 120, or consent of instructor.

HIST 417 MODERN RUSSIAN POLITICAL HISTORY**3 S.H.**

Cross-listed with POLS 417. This course emphasizes the study of modern Russia and the Soviet Union from 1855 to the recent past. Special emphasis is placed on the causes and result of the October Revolution in 1917 and the resulting communist rule. Pre-req. Successful completion of ENGL 110 and ENGL 120, or consent of instructor.

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

Cross-listed with ECON 423. This course explores the emergence of a global economy and the causes of global disparities in wealth. Intensive readings and discussion examine the economic rise of the West from circa 1500, the development of the petroleum industry in the 20th century and aspects of the contemporary economic era. Pre-req. HIST 102 or HIST 104 or consent of instructor.

HIST 450 EUROPE AND THE UNITED STATES IN THE COLD WAR**3 S.H.**

Cross-listed with POLS 450. This course focuses on Europe's role in the Cold War, considering events in Europe and European reaction to events outside of Europe during the period. It views the Cold War's nature, causes, course, and consequences as a multiple-faceted relationship among the United States, the Soviet Union, and the Europeans. It examines this relationship in terms of cultural, as well as strategic, political, diplomatic, and economic factors. Pre-req. Successful completion of ENGL 110 and ENGL 120, HIST 102 or consent of instructor.

HIST 480S HISTORY COMPREHENSIVE**1 S.H.**

The history comprehensive is a challenging capstone project in which the senior student will select a topic to research after attending a class presented by the faculty. The student will then research his/her project, write the paper according to the guidelines provided in the seminar, prepare a PowerPoint presentation on the paper, and, lastly, defend the paper to faculty and students using the PowerPoint. Students are encouraged to include other social science areas in their work such as but not limited to political science, economics, geography, etc. S/U grading. This course fulfills LEAP requirements and must be completed through Mayville State University.

HIST X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

HIST X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service-learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

HIST X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

This course is a directed reading and/or lecture-research program for juniors and seniors. No student may accumulate more than nine hours of credit through special projects. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

HPER 100 CONCEPTS OF FITNESS AND WELLNESS (CCN)**2 S.H.**

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

HPER 101S-106S VARSITY SPORTS**0-1 S.H.**

Students participating in intercollegiate athletics may receive institutional credit. A maximum of one hour per year in each varsity sport may be earned. S/U grading only. Pre-req. None.

Number registration is as follows:

HPER 101S Varsity Basketball

HPER 102S Varsity Football

HPER 104S Varsity Baseball

HPER 105S Varsity Volleyball

HPER 106S Varsity Softball

HPER 120 RACQUET SPORTS

1 S.H.

A one semester hour course that combines the skills used when playing several racquet games: badminton, speedminton, pickleball, racquetball, table tennis and tennis. Students in this class will be introduced to teaching methodology for each of these racquet sports.

HPER 130 SPRING OUTDOOR PURSUITS

1 S.H.

A course that combines the skills used when participating in outdoor activities such as any of the following: cross-country skiing, snowshoeing, broomball, virtual hiking, orienteering, snow olympics, as well as others. This course will be divided up to allow for a minimum of three activities to be covered. Students in this class will be introduced to teaching methodology for each of the activities.

HPER 131 FALL OUTDOOR PURSUITS

1 S.H.

A course that combines the skills used when participating in outdoor activities such as any of the following: archery, Geo-catching, frisbee golf, outdoor cooking and camp building, as well as others. This course will be divided up to allow for a minimum of three activities to be covered. Students in this class will be introduced to teaching methodology for each activity.

HPER 135 GOLF

1 S.H.

A one semester hour course that provides the introductory skills used when participating in golf. The course will be offered twice a week for the first 9 weeks. Each class period will be 1 hour 45 minutes. Students in the class will be introduced to teaching methodology of golf. The students will be golfing at the Mayville Golf Club.

HPER 151S BASIC WATER EXERCISE

0-1 S.H.

A course designed to provide physical conditioning in the water for both the swimmer and non-swimmer. S/U grading only. Pre-req. None.

HPER 153 RECREATIONAL SPORTS

1 S.H.

Recreational activities in the category of lifetime sports. Examples of activities include billiards, darts, table tennis and horseshoes. Pre-req. None.

HPER 155 PERSONAL PROTECTION AND AWARENESS

1 S.H.

Students will learn about situational awareness; knowing what kind of situations you are putting yourself into and being able to tell the difference between dangerous situations and safe ones. Topics to be covered: personal safety and awareness; physical self protection techniques; home and vehicle security; drug awareness (date rape drugs).

HPER 206 SOCIAL/FOLK DANCE

1 S.H.

International and American Folk dances will be practiced. Fundamentals of several social dances including the two-step, polka, waltz, schottische, swing, salsa and the cha-cha are emphasized. Pre-req. None.

HPER 207 PREVENTION AND CARE OF INJURIES (CCN)

3 S.H.

A course designed to introduce students to the profession of athletic training and provide them with essential tools to be able to prevent, recognize, and manage injuries received as a result of participation in various activities. The course will address mechanisms and classifications of injury, the physiologic response to injury and the healing process. Specific injuries will be discussed such as: concussions, injuries to the head, neck, and spine, injuries to the upper extremity and injuries to the lower extremity. The course is lecture based with a lab included. Students will also be required to become certified by the National Federation of High Schools - Concussion in Sport. Pre-req. BIOL 111 or BIOL 150, BIOL 220.

HPER 209 RHYTHMS AND TUMBLING (CCN)

1 S.H.

A one semester hour course that provides the introductory skills used when participating in elementary and middle school physical education. This course will prepare students how to manage their motor development through participation and leadership activities in fundamental movement for children, including gymnastics and rhythmic patterns. Curriculum development in these areas will be addressed. Pre-req. None.

HPER 210 FIRST AID AND CPR (CCN)

1 S.H.

Instruction and laboratory practice in first aid procedures including cardiopulmonary resuscitation (CPR), rescue breathing, artificial airway obstruction, and use of an automated external defibrillator (AED). The course is taught according to American Heart Association standards. Students demonstrating the necessary skills and knowledge will be certified in Basic Life Saving for Healthcare Providers and Heart Saver First Aid. This certification is good for two years. Required for all HPER majors. Pre-req. None.

HPER 217 PERSONAL AND COMMUNITY HEALTH (CCN)

2 S.H.

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

HPER 219 LIFEGUARD TRAINING (CCN)

1 S.H.

A course designed by the American Red Cross (ARC). Students fulfilling the American Red Cross criteria will be issued an ARC Lifeguard Training Certificate which includes Community First Aid and a certificate for CPR for the Professional Rescuer. Pre-req. HPER 210, HPER 263 or equivalent skill level.

HPER 222 NUTRITION

3 S.H.

Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the lifecycle. Pre-req. None.

HPER 233 INDIVIDUAL FITNESS

1 S.H.

The individual-fitness class emphasizes developing personal lifetime lifestyle changes that promote health, fitness, and wellness. Students will engage in various forms of workouts: walking, jogging, dancing, aerobics, weight training, and other activities. Pre-req. None.

HPER 260 BEGINNING SWIMMING

1 S.H.

The course is based on the American Red Cross standards for the nonswimmer adapted to meet the needs of adults. Pre-req. None.

HPER 263 SWIMMING AND BASIC WATER SAFETY

1 S.H.

Emphasis on developing and refining basic strokes, diving, and advanced aquatic skills, including canoeing and snorkeling. Individuals will be provided with general water safety information in order to create an awareness of causes and prevention of water accidents to develop a desire to be safe, and to encourage healthy and safe water recreation. Pre-req. HPER 260 or successful completion of the equivalency test.

HPER 265 WATER SAFETY INSTRUCTOR (WSI)

2 S.H.

Certification for the American Red Cross W.S.I. methodology of teaching in the American Red Cross Parent and Child Aquatic Program, the Learn to Swim Program, the Basic Water Rescue course, and the W.S.I. Aide course. W.S.I. Certificate will be issued upon completion of the American Red Cross requirements. Pre-req. HPER 263, ARC Level Five Certification, or successful completion of the equivalency test.

HPER 302 EMERGENCY MEDICAL TECHNICIAN (EMT) - BASIC

3 S.H.

Instruction and laboratory practice in the pre-hospital emergency medical setting including, but not limited to: major bleeding, broken bones, diabetic emergencies, strokes, poisoning, car accidents. Students fulfilling the course requirements will be able to take the NREMT exam to qualify for EMT-B certification. Pre-req. HPER 210, Students must have a current CPR for the professional rescuer.

HPER 310 FOUNDATIONS AND HISTORY OF HEALTH, PHYSICAL EDUCATION AND SPORTS

2 S.H.

An introduction to Health, Physical Education, Fitness & Wellness, Sport Management and Coaching as a profession. This course will study the history and principles underlying the formation of such programs. The relationship of physical education to general education is given special attention. Pre-req. None.

HPER 315 MOVEMENT EDUCATION IN EARLY CHILDHOOD

2 S.H.

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

HPER 319 HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

2 S.H.

A course designed specifically for the Elementary Education majors and HPER majors/minors. Areas of study include: understanding the need for physical education; the instructional process; program implementation; and teaching the objectives of physical education (personal health skills, motor skills, lifetime activities, and sport skills). Peer teaching of an elementary physical education lesson plan will be included. The 10 content areas of health will be studied. Pre-req. None.

HPER 321 FOUNDATIONS AND METHODS OF COACHING

2 S.H.

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 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 332 COMPREHENSIVE HEALTH EDUCATION FOR K-12

3 S.H.

A study of the various methods of teaching health in the elementary and secondary schools including trends in health and focusing on contemporary health problems that need to be addressed to K-12 students. Additional emphasis shall be placed on teaching our students about the physical, social, emotional, intellectual, and environmental factors that influence health. Strategies will be studied to reduce and prevent stress related health problems. Pre-req. HPER 217.

HPER 333 PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD

2 S.H.

Etiology of specific handicaps and adaptations of various activities in which individuals may participate at various grade levels. Students will understand the referral, assessment, planning and placement procedures specific to teaching students with disabilities in physical fitness and gross motor skills. Theory and practical work will be emphasized. Pre-req. Junior standing.

HPER 340 MODERN ISSUES AND MATERIALS IN HEALTH

3 S.H.

Emphasis on current trends in health and a collection of health materials that include contemporary topics of diseases, drug abuse, environmental problems, sexuality, smoking and tobacco, consumer products, and others. Students will be responsible for collecting data and information on disease prevention, AIDS control, reducing the risks of accidents, and promoting health enhancing dietary practices. Pre-req. HPER 217.

HPER 342 PHYSICAL ACTIVITY INSTRUCTION OF OLDER ADULTS

3 S.H.

This course is designed to provide the fundamental knowledge and skills needed to lead safe and effective physical activity programs for older adults with diverse functional capabilities. Students will do service learning with adults in the community.

HPER 350 MOTOR LEARNING

2 S.H.

A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning. Pre-req. Sophomore standing.

HPER 360 SPORT AND EXERCISE PSYCHOLOGY

2 S.H.

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

HPER 361 FOOTBALL COACHING AND OFFICIATING

2 S.H.

The theory and practice of coaching and officiating football with secondary schools. Pre-req. None.

HPER 362 BASKETBALL COACHING AND OFFICIATING

2 S.H.

The theory and practice of coaching and officiating basketball with secondary schools. Pre-req. None.

HPER 363 TRACK AND FIELD COACHING AND OFFICIATING

2 S.H.

The theory and practice of coaching and officiating track and field in the upper grades and high school. Pre-req. None.

HPER 364 BASEBALL/SOFTBALL COACHING AND OFFICIATING

2 S.H.

The theory and practice of coaching and officiating baseball/softball with secondary schools. Pre-req. None.

HPER 365 WRESTLING COACHING AND OFFICIATING

2 S.H.

The theory and practice of coaching and officiating wrestling at the secondary level. Pre-req. None.

HPER 366 VOLLEYBALL COACHING AND OFFICIATING

2 S.H.

The theory and practice of coaching and officiating volleyball with secondary schools. Pre-req. None.

HPER 368 PRINCIPLES OF CONDITIONING

3 S.H.

Study the techniques of strength training and conditioning. Emphasis on program design and implementation for general, athletic, and special populations.

HPER 369 PRINCIPLES OF SPORT MANAGEMENT

3 S.H.

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

HPER 370 FITNESS/SPORTS TEACHING TECHNIQUES

3 S.H.

A course designed to provide knowledge and skills needed to develop, implement and teach a concept-based fitness program within a physical education program. The student will learn to incorporate health-related fitness, lifetime physical activity and sport into physical education programs. The AAHPERD Physical Best Program will be studied. Students will have the opportunity to earn a Physical Best Specialist Certification. Practical applications of teaching skills and methods involved in various team, individual sports and fitness will be incorporated through peer teaching. Pre-req. None.

HPER 380 SPORT SOCIOLOGY

2 S.H.

Surveys that principles that underlie the social structure and processes that create and transform the function of sports in American culture, with the focus on the contemporary scene.

HPER 390 FACILITIES AND DESIGN MANAGEMENT

3 S.H.

The class will give students a basic overview of the many facets involved with managing, designing, and operating a sport or fitness facility. This class will include site visits to area facilities. Pre-Req. None.

HPER 402 EXERCISE PHYSIOLOGY

4 S.H.

A study of the effects of exercise and training on the physiology of the human body. Special attention will be given to adaptations of various body systems, lab related activities commonly used to assess such adaptations, and other areas related to training. Laboratory activities and exercises will test aerobic and anaerobic capacity, strength, body composition, and dietary analysis. Pre-req. BIOL 111 or BIOL 150 and BIOL 220.

HPER 415 EVALUATION OF PSYCHOMOTOR PERFORMANCE

3 S.H.

A study of statistical applications to evaluation in physical education, the construction and analysis of knowledge, fitness, and sport skill tests. Practice in administration of various physical fitness and sports skills tests will be conducted in a laboratory setting. Assessing motor performance of children with disabilities will be included. Pre-req. Junior standing.

HPER 430 METHODS OF APPRAISAL, TESTING AND PRESCRIPTION OF EXERCISE

3 S.H.

This is an applied exercise training and conditioning course aimed at giving students the knowledge and experience needed to develop and lead exercise training programs. Furthermore, the course prepares the student to conduct client entry screening in fitness settings, determining the fitness levels of clients, and prescribing exercise programs to fit their various needs. Students should be aware that they may be required to take the National Strength & Conditioning Associations Certified Personal Trainer or Certified Strength & Conditioning Specialist Certification exam in conjunction with this course. There will be an additional charge for this Exam. Pre-req. HPER 402.

HPER 440 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS

2 S.H.

Policies, procedures, and problems in administration of physical education/athletics at the elementary and secondary levels. Both curricular and extracurricular aspects will be considered. Pre-req. Junior standing.

HPER 441 APPLIED KINESIOLOGY

3 S.H.

Study the anatomical bases of human movement. Special emphasis will be on movements related to sport and physical ability. Pre-req. BIOL 111 or BIOL 150 and BIOL 220.

HPER 442 FIELD EXPERIENCE AND PRACTICUM

2 S.H.

Arrangements to include teaching and/or coaching experience with elementary and secondary programs, for Physical Education and Coaching majors/minors. Practicum assignments with various recreation, fitness, and/or intramural programs are available for students interested in a related non-teaching career. The coaching minor requires two semester hours of field experience. Two semester hours of credit is worth eighty (80) clock hours. Pre-req. None.

HPER 443 ADAPTED PHYSICAL EDUCATION PRACTICUM (GRADES PRE-K-6)

1 S.H.

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

HPER 444 ADAPTED PHYSICAL EDUCATION PRACTICUM (GRADES 7-12)

1 S.H.

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

HPER 465 SPORT LAW

3 S.H.

This course will address major legal issues that a person might face working in the Sport industry whether as a coach, teacher, program administrator in a recreation program, a manager of a fitness or tennis/golf club or working in a high school, college, Olympic or professional sport organization.

HPER 476S-A COMPREHENSIVE REVIEW/EXAM-HEALTH/HEALTH EDUCATION

1 S.H.

This course fulfills LEAP requirements and must be completed through Mayville State University. HPER majors are required to satisfactorily pass a comprehensive examination for the Health or Health Education major. This course is designed to provide a comprehensive review of material that will be covered on the exit examination and will provide documentation for the completion of this graduation requirement. S/U Grading.

HPER 476S-B COMPREHENSIVE REVIEW/EXAM-PHYSICAL EDUCATION

1 S.H.

This course fulfills LEAP requirements and must be completed through Mayville State University. HPER majors are required to satisfactorily pass a comprehensive examination for the Physical Education major. This course is designed to provide a comprehensive review of material that will be covered on the exit examination and will provide documentation for the completion of this graduation requirement. S/U Grading.

HPER 476S-C COMPREHENSIVE REVIEW/EXAM-SPORT MANAGEMENT

1 S.H.

This course fulfills LEAP requirements and must be completed through Mayville State University. HPER majors are required to satisfactorily pass a comprehensive examination for the Sports Management major. This course is designed to provide a comprehensive review of material that will be covered on the exit examination and will provide documentation for the completion of this graduation requirement. S/U Grading.

HPER 476S-D COMPREHENSIVE REVIEW/EXAM-FITNESS AND WELLNESS

1 S.H.

This course fulfills LEAP requirements and must be completed through Mayville State University. HPER majors are required to satisfactorily pass a comprehensive examination for the Fitness and Wellness major. This course is designed to provide a comprehensive review of material that will be covered on the exit examination and will provide documentation for the completion of this graduation requirement. S/U Grading.

HPER 485 SUMMER CAMP LEADERSHIP

2 S.H.

This is an opportunity for in-depth work with an on campus summer camp in the area of your choice. This is a pre-professional experience in a summer camp setting. Such experiences include observing and participating in all aspects of the coordination of the summer camp and anything associated with the promotion of the camp or school as it relates to the summer camp. The student will be involved with the following: addressing issues arising at the camp, ethical considerations, problem-solving, decision-making, leadership, and communication. Students will work with a coach or HPER faculty member to select an approved experience, and are required to work out the details with the camp coordinator. All summer camp coordination experiences must meet standards of the HPER Division and Mayville State University.

HPER 497S INTERNSHIP

.5 - 10 S.H.

An off-campus work experience related to the student's major or minor course of study. Credit hours are determined by the Health, Physical Education and Recreation faculty and are based on the relevancy of the work assignment. The Sport Management Major requires 2 credits (100 hours of work experience per credit). The Fitness and Wellness Major requires 2 credits (200 hours) of supervised field work in a professional setting. If a student is a double major in Fitness & Wellness and Sport Management, a total of 3 credits (300 hours) needs to be completed. Pre-req. Junior or senior standing, and consent of instructor. S/U grading.

HPER X92 EXPERIMENTAL COURSES (CCN)

.5 – 4 S.H.

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

HPER X95 SERVICE LEARNING (CCN)

.5 – 4 S.H.

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

HPER X99 SPECIAL TOPICS (CCN)

.5 – 4 S.H.

Individual reading and research on topics of special interest and concern to the student. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

HUM 220 HISTORY OF MUSIC IN A MULTICULTURAL WORLD

3 S.H.

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

HUM 221 HISTORY OF ART IN A MULTICULTURAL WORLD

3 S.H.

History of Art in a Multicultural World is a humanities course intended to promote an understanding of 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 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. Essential Studies.

HUM X92 EXPERIMENTAL COURSES (CCN)

.5 – 4 S.H.

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

HUM X95 SERVICE LEARNING (CCN)

.5 – 4 S.H.

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

HUM X99 SPECIAL TOPICS (CCN)

.5 – 4 S.H.

A special projects course on a topic of interest in the Humanities. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

JOUR 292S JOURNALISM PRACTICUM

1 S.H.

The course involves participation for credit on the student newspaper "The Orbit." Sessions will be held once each week to discuss problems students have encountered. Discussion will deal with problems as they might occur in the writing process. Students may enroll in as many four semester hours of Journalism Practicum. S/U grading only.

LMIS 150 INFORMATION LITERACY

1 S.H.

This 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.

LMIS 250 INTRODUCTION TO LIBRARIES AND INFORMATION SCIENCE

3 S.H.

Survey of communication theory, web resources and evaluation, plagiarism and copyright issues, information literacy, and the historical and technical aspects of libraries. Students will practice library procedures with a special emphasis on emerging technologies.

LMIS 317 CHILDREN'S LITERATURE

3 S.H.

Cross-listed with ENGL 317 and EDUC 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-req. Sophomore standing.

LMIS 350 YOUNG ADULT LITERATURE AND MEDIA

3 S.H.

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

LMIS 360 MEDIA COLLECTION DEVELOPMENT**3 S.H.**

Covers basic principles of and practice in evaluation, selection of materials for diverse populations, and weeding of library materials in all formats, the use of aids in selection and weeding, and the development of policies about the collections.

LMIS 365 THE ORGANIZATION OF INFORMATION**3 S.H.**

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

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

Introduction to sources of reference and bibliographic information. Emphasis is on critical examination, evaluation, and practice in using reference materials, the reference interview, and online searching techniques.

LMIS 430 ADMINISTRATION OF THE SCHOOL LIBRARY MEDIA CENTER**3 S.H.**

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

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

Study of state and national curricular standards and their application in an effective school library program. Students will use the standards to design a library program, produce lesson plans, and foster collaboration with teachers to promote information literacy.

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

Research into and discussion of current issues that librarians face.

LMIS 497S INTERNSHIP**.5 - 10 S.H.**

Open to students who have the background and ability to pursue special areas of interest. Each intern must have the approval of the faculty of Library Media and Information Science. Internship credits may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Students planning on attaining Minnesota licensure as a library media specialist are encouraged to have an internship. S/U grading.

LMIS X92 EXPERIMENTAL COURSES (CCN)**.5 - 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

LMIS X95 SERVICE LEARNING (CCN)**.5 - 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

LMIS X99 SPECIAL TOPICS (CCN)**.5 - 4 S.H.**

Study of current topics of interest or concern to students. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

MATH 103 COLLEGE ALGEBRA (CCN)**3 S.H.**

Relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions, systems of equations, matrices and determinants, sequences and summation. Pre-req. Minimum 21 ACT Math score, ASC 093 or equivalent with a grade of "C" or higher. Essential Studies.

MATH 105 TRIGONOMETRY (CCN)**2 S.H.**

Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Pre-req. MATH 103 or consent of the instructor. Essential Studies.

MATH 165 CALCULUS I (CCN)**4 S.H.**

Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, applications. Pre-req. MATH 103, MATH 105. Essential Studies.

MATH 166 CALCULUS II (CCN)**4 S.H.**

Applications and techniques of integration; polar equations; parametric equations; sequences and series, power series. Pre-req. MATH 165.

MATH 265 CALCULUS III (CCN)**4 S.H.**

Multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals. Green's Theorem, Stoke's Theorem, Divergence Theorem. Pre-req. MATH 166.

MATH 277 MATHEMATICS FOR ELEMENTARY TEACHERS (CCN)**3 S.H.**

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

MATH 304 ALGEBRA FOR MIDDLE SCHOOL TEACHERS**3 S.H.**

A study of elementary and middle school mathematics topics including patterns, graphs, algebraic notation, and equations delivered with emphasis on problem solving and research based on teaching strategies. Study and application will include the use of manipulatives and technology. Pre-req. MATH 103.

MATH 307 MATH STRATEGIES IN THE ELEMENTARY AND MIDDLE SCHOOL CLASSROOM**3 S.H.**

In this course, students will learn and practice a variety of instructional methods pertaining to the teaching of mathematics. On campus offerings will include observation of elementary students. Students will write lessons plans incorporating math hands-on materials enabling their future students to be interactive with math. The course covers both National and State Standards for Mathematics teaching and content. Diversity topics of the elementary/middle school classroom will be addressed. Pre-req. MATH 277 or equivalent or instructor consent. Co-req. EDUC 301, EDUC 318, MUSC 323, EDUC 324, SCNC 321.

MATH 323 PROBABILITY AND STATISTICS**3 S.H.**

A course beginning with the study of probability and continuing with the mathematical theory of statistics from the set theoretic point of view. Pre-req. MATH 103 or equivalent.

MATH 389 MODERN GEOMETRY**3 S.H.**

A study of K-12 and undergraduate topics. K-12 topics: polygons, platonic solids, tessellations, transformations, and congruent triangles. Undergraduate topics: axiomatic Euclidean geometry, finite geometries, fractals, projective geometry, and non-Euclidean geometries. The study includes the integration of effective research based teaching strategies to use geometry to model mathematical ideas and methods for mathematical proofs. Pre-req. MATH 103 or equivalent.

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

A study of ordinary differential equations with applications. Pre-req. MATH 265.

MATH 420 HISTORY AND PHILOSOPHY OF MATHEMATICS**3 S.H.**

A history of mathematics developed from a conceptual as well as a chronological point of view. Mathematics as both a science and an art will be considered with the perspective of different philosophies of math. A computer presentation utilizing a database of internet research will be this course's final project. Pre-req. MATH 103 or equivalent, or consent of the instructor.

MATH 435 THEORY OF NUMBERS**3 S.H.**

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. Pre-req. MATH 165.

MATH 443 ALGEBRAIC STRUCTURES WITH PROGRAMMING FOR MAJORS**3 S.H.**

Course covers topics in both the linear and abstract algebra. Linear algebra topics of matrix operations, determinants, systems of linear equations, linear transformations, eigenvectors, and vector spaces are covered. Linear programming, solving matrices, and determinants with computer software, and graphing calculators to illustrate applications. Abstract Algebra topics covered: modular arithmetic, groups, isomorphisms, fields, rings, and integral domains are learned through the study of reals, integers, rationals, polynomials, and complex numbers. Pre-req. MATH 165.

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

Research and discussion of special aspects of mathematics. Pre-req. Junior standing or consent of instructor. .

MATH 480 MATHEMATICS COMPREHENSIVE**1 S.H.**

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 write a paper summarizing all 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 second paper will show how mathematical ideas have been discovered by diverse cultures and impacted historical events from early to present times. This course fulfills LEAP requirements and must be completed through Mayville State University.

MATH 497S INTERNSHIP**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Mathematics faculty and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Credits may not be applied to the B.S.Ed. degree program except as excess beyond the required and elective credits as listed in this catalog. Pre-req. junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading only.

MATH X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

MATH X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

MATH X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

This course will provide a limited program for individualized study. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

MLS 234 HUMAN PARASITOLOGY**2 S.H.**

Physiological aspects of human parasites, their symbiotic host parasite relationships and clinical diagnostic techniques. Co-req. MLS 234L.

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

Laboratory methods for the identification and diagnosis of human parasites. Co-req. MLS 234.

MLS 301 IMMUNOLOGY**3 S.H.**

Principles of clinical immunology focusing on the cellular and molecular nature of antigens and immunoglobulin, the immune response, immunogenetics, and immune-related disease. Co-req. MLS 301L.

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

Theory and practical application of laboratory investigations of immunology, serology, and immuno-hematology. Co-req. MLS 301.

MLS 325 HEMATOLOGY (CCN)**3 S.H.**

Identification of normal and abnormal blood cells in various hematological disorders. Theory and application of hematology procedures. Theory and mechanisms of homeostasis. Pre-req. Admission to major. Co-req. MLS 325L.

MLS 325L HEMATOLOGY LABORATORY (CCN)**1 S.H.**

Morphological examination of blood and bone marrow and laboratory testing used in hematological study. Co-req. MLS 325.

MLS 336 LABORATORY CALCULATIONS**1 S.H.**

Calculations used in the clinical laboratory including measurement systems, dilutions, graphing, solution chemistry, statistics of quality control and research implementation. Pre-req. Admission to major.

MLS 340 MOLECULAR DIAGNOSTICS**2 S.H.**

An introduction to specific molecular biology application in the laboratory and a discussion of cell biology, DNA Chemistry, genetics, nucleic acid extraction and modification, blotting, polymerase chain reactions, and probes in relation to diagnostic investigations.

MLS 380 PROFESSIONAL ISSUES IN CLINICAL LABORATORY SCIENCE**1 S.H.**

Discussion of professional MLS issues, ethics, current topics, of healthcare delivery, governmental regulations, societal concerns, cultural diversity, disease prevention, research, and environment. Pre-req. Admission to major.

MLS 394 MEDICAL MICROBIOLOGY**2 S.H.**

Medically important microorganisms are identified using a wide variety of clinical techniques. Included in the discussion will be susceptibility studies and the correlation of the presence of microorganisms to health and disease. Pre-req. Admission to major.

MLS 471 CLINICAL CHEMISTRY I**2 S.H.**

Theories and principles of clinical chemistry procedures are discussed as well as how the results of these results correlate to health and disease. Pre-req. Admission to major. Co-req. MLS 472, MLS 473, MLS 474, MLS 477, MLS 477L, MLS 478, MLS 479.

MLS 472 PRE-ANALYTICAL TESTING**1 S.H.**

Theory and practice of phlebotomy in the clinical setting, specimen processing, review of state and federal regulations, safety and biohazard compliance, interpersonal relationship skills. Pre-req. Admission to major. Co-req. MLS 471, MLS 473, MLS 474, MLS 477, MLS 477L, MLS 478, MLS 479.

MLS 473 CLINICAL HOMEOSTASIS I**2 S.H.**

Physiological mechanisms of normal human homeostasis as well as hereditary and acquired defects. Laboratory techniques performed and discussed are screening tests and specific assays for abnormalities, procedures to monitor therapeutic measures and practice and maintenance of current instrumentation. Pre-req. Admission to major. Co-req. MLS 471, MLS 472, MLS 474, MLS 477, MLS 477L, MLS 478, MLS 479

MLS 474 CLINICAL URINALYSIS I**2 S.H.**

Theory, techniques and practice of microscopy and urinalysis with emphasis of identification of elements in the sediment. Pre-req. Admission to major. Co-req. MLS 471, MLS 472, MLS 473, MLS 477, MLS 477L, MLS 478, MLS 479.

MLS 477 CLINICAL IMMUNOHEMATOLOGY I**1 S.H.**

Theory of modern transfusion techniques, component therapy, and quality assurance. Pre-req. Admission to major. Co-req. MLS 471, MLS 472, MLS 473, MLS 474, MLS 477L, MLS 478, MLS 479.

MLS 477L CLINICAL IMMUNOHEMATOLOGY I LABORATORY**1 S.H.**

Practical application of modern transfusion techniques, component therapy, and quality assurance. Pre-req. Admission to major. Co-req. MLS 471, MLS 472, MLS 473, MLS 474, MLS 477, MLS 478, MLS 479.

MLS 478 CLINICAL MICROBIOLOGY I**2 S.H.**

Groups of medically important bacteria are studied and correlated to laboratory practice in identification. Included in the discussions are antibiotic susceptibility testing, quality control, and methods of identification including rapid, automated, and traditional methods. Pre-req. Admission to major. Co-req. MLS 471, MLS 472, MLS 473, MLS 474, MLS 477, MLS 477L, MLS 479.

MLS 479 CLINICAL HEMATOLOGY I**2 S.H.**

Emphasis on interpretive correlation of hematology findings and pathophysiology. Topics of current interest and advances in hematology. Pre-req. Admission to major. Co-req. MLS 471, MLS 472, MLS 473, MLS 474, MLS 477, MLS 477L, MLS 478.

MLS 480 CLINICAL IMMUNOHEMATOLOGY II**2 S.H.**

Applied theory and modern transfusion at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 481, MLS 483, MLS 484, MLS 485, MLS 487, MLS 488, MLS 489.

MLS 481 Clinical Chemistry II**2 S.H.**

Applied theory and practice in clinical chemistry at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 480, MLS 483, MLS 484, MLS 485, MLS 487, MLS 488, MLS 489.

MLS 483 CLINICAL HEMOSTASIS II**1 S.H.**

Techniques and practice in routine phlebotomy at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 480, MLS 481, MLS 484, MLS 485, MLS 487, MLS 488, MLS 489.

MLS 484 CLINICAL MICROBIOLOGY II**2 S.H.**

Applied theory and practice in clinical microbiology at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 480, MLS 481, MLS 483, MLS 485, MLS 487, MLS 488, MLS 489.

MLS 485 CLINICAL URINALYSIS II**1 S.H.**

Observation, practice, or research in specialized areas or setting at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 480, MLS 481, MLS 483, MLS 484, MLS 487, MLS 488, MLS 489.

MLS 487 MEDICAL MYCOLOGY**1 S.H.**

Comparative morphology, physiology, and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results including the recognition of contaminating organisms. Pre-req. Admission to major. Co-req. MLS 480, MLS 481, MLS 483, MLS 484, MLS 485, MLS 488, MLS 489.

MLS 488 CLINICAL HEMATOLOGY II**2 S.H.**

Applied theory and practice in hematology at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 480, MLS 481, MLS 483, MLS 484, MLS 485, MLS 487, MLS 489.

MLS 489 CLINICAL BODY FLUIDS AND INSTRUMENTATION**1 S.H.**

Overview of the theory and practice in manual procedures of human body fluids. The body fluids to be disclosed include spinal, synovial and amniotic fluid, transudates and exudates, fecal specimens, gastric, sweat, and other body fluid secretions. Pre-req. Admission to major. Co-req. MLS 480, MLS 481, MLS 483, MLS 484, MLS 485, MLS 487, MLS 488.

MLS 490 FINANCIAL AND QUALITY MANAGEMENT OF THE CLINICAL LABORATORY**3 S.H.**

A capstone course designed to provide senior students with the skills to manage a clinical laboratory. The course brings together previous content with a focus on laboratory profitability, quality management, and quality improvement. Pre-req. Admission to major. Co-req. MLS 491, MLS 492, MLS 494, MLS 495, MLS 498.

MLS 491 CLINICAL CHEMISTRY III**2 S.H.**

Techniques and practice in clinical chemistry at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 490, MLS 492, MLS 494, MLS 495, MLS 498.

MLS 492 CLINICAL IMMUNOHEMATOLOGY III**2 S.H.**

Techniques and modern transfusion practices at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 490, MLS 491, MLS 494, MLS 495, MLS 498.

MLS 494 CLINICAL IMMUNOLOGY**1 S.H.**

Applied theory and practice in clinical immunology and serology at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 490, MLS 491, MLS 492, MLS 495, MLS 498.

MLS 495 CLINICAL MICROBIOLOGY III**2 S.H.**

Techniques and practice in clinical microbiology at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 490, MLS 491, MLS 492, MLS 494, MLS 498.

MLS 498 CLINICAL HEMATOLOGY III**2 S.H.**

Applied theory and practice in hematology at the clinical affiliate. Pre-req. Admission to major. Co-req. MLS 490, MLS 491, MLS 492, MLS 494, MLS 495.

MUSC 101 MUSIC FUNDAMENTALS**3 S.H.**

Introduction to the fundamental elements of music through the study of terminology, scales, rhythm chords and basic harmonic progressions. Pre-req. None.

MUSC 122 MUSIC THEORY I**3 S.H.**

The study of diatonic, harmonic, and melodic principles of Western European music from 1600 to 1900. Topics include scales, rhythms, chords, and harmonic progressions. Materials learned through part writing, keyboard skills and music analysis. Pre-req. MUSC 101, or consent of the instructor.

MUSC 124 MUSIC THEORY II**3 S.H.**

Introduction of chromatic materials to the diatonic material learned in MUSC 122. Topics include non-chord tones, altered chords and modulation. Material is learned through part of writing, keyboard skills and music analysis. Pre-req. MUSC 101, MUSC 122.

MUSC 127 APPLIED LESSONS- VOCAL**1 S.H.**

Applied Lessons offers opportunities to students in vocal music to study the stated voice. Pre-req. None.

MUSC 128 APPLIED LESSONS- INSTRUMENTAL**1 S.H.**

Applied Lessons offers opportunities to students in instrumental music to study the stated instrument. Pre-req. None.

MUSC 200 MUSIC IN AMERICA**3 S.H.**

A historical survey of music in America from pre-colonial times through the twentieth century, including Classical, Ethnic, Folk, and Popular traditions. Class will include listening skills and writing about Music. Class may be used to fulfill Humanities requirement in Essential Studies if student does not plan to take the Music minor and takes either HUM 221 Art in the Multicultural World or ENGL 250 Literature in the Multicultural World as the second humanities course. Pre-req. None. Essential Studies.

MUSC 205 JAZZ ENSEMBLE**1 S.H.**

Designed to offer instrumental experiences to those interested in performing a variety of instrumental music. Pre-req. None.

MUSC 210 CONCERT BAND**0-1 S.H.**

Designed to offer a wide range of instrumental experiences to those interested in performing a variety of Instrumental music at concerts athletic events and other events. Pre-req. None.

MUSC 215 CONCERT CHOIR**0-1 S.H.**

Designed to offer vocal experiences to those interested in performing a wide variety of choral music. Pre-req. None.

MUSC 250 KEYBOARD I**1 S.H.**

Beginning classroom instruction in keyboard. Including technique five finger patterns, and chords. With consent of instructor, advanced students may substitute MUSC 128: Applied Lessons/ Instrumental. Pre-req. None.

MUSC 251 KEYBOARD II AND PIANO PROFICIENCY**1 S.H.**

Intermediate classroom instruction in keyboard, including scales and basic transposition. With consent of instructor, advanced students may substitute MUSC 128: Applied Lessons/ Instrumental. Pre-req. MUSC 250 or consent of the instructor.

MUSC 255 EAR TRAINING/ SIGHT SINGING I**2 S.H.**

Training in reading at sight and in aural recognition involving dictation, keyboard and singing skills. Pre-req. MUSC 101, MUSC 122, MUSC 124.

MUSC 256 EAR TRAINING/SIGHT SINGING II**2 S.H.**

Training in reading at sight and in aural recognition involving dictation, keyboard and singing skills. Pre-req. MUSC 101, MUSC 122, MUSC 124, MUSC 255.

MUSC 321 INSTRUMENTAL PEDAGOGY-BRASS**1 S.H.**

Course offers music education, performance and instruction on various instruments of the brass family. Pre-req. None.

MUSC 322 INSTRUMENTAL PEDAGOGY- WOODWINDS**1 S.H.**

Course offers music education, performance and instruction on various instruments of the woodwind family. Pre-req. None.

MUSC 323 MUSIC FOR ELEMENTARY TEACHERS**2 S.H.**

Will provide future elementary teachers with rationale and techniques for using music as an instructional aid. Does not require a musical background. Pre-req. Admission to Teacher Education only if in Block I; HUM 220 or equivalent. Co-req. EDUC 301, EDUC 318, EDUC 324, MATH 307, SCNC 321 if in Elementary Education Block I.

MUSC 324 INSTRUMENTAL PEDAGOGY- PERCUSSION**1 S.H.**

Course offers music education, performance and instruction on various instruments of the percussion family. Pre-req. None.

MUSC 325 INSTRUMENTAL/ CHORAL ARRANGING**3 S.H.**

The course covers scoring techniques for instrumental and vocal ensembles, including band, choir, children's choir and stage band. Pre-req. MUSC 101, MUSC 122, MUSC 124, MUSC 255, MUSC 256.

MUSC 328 BASIC CONDUCTING**2 S.H.**

The course covers the development of basic conducting and baton techniques and the use of both hands. The reading of choral and instrumental scores is also covered. Pre-req. MUSC 101, MUSC 122, MUSC 124.

MUSC 380 MUSIC FIELD EXPERIENCE**1 S.H.**

This course is designed for students who are earning a minor in music education. This course will include a 30-hour field experience in a regional elementary school/middle school setting, with hours to be arranged. Students will teach a music specific lesson that was created in the MUSC 450 Elementary and Middle School Music Methods and Materials class. The student will perform other duties as delegated by the field experience teacher. Students will be required to journal about their time in the classroom during the field experience. Pre-req. Admission into Teacher Education. Co-req. MUSC 450.

MUSC 432 VOCAL PEDAGOGY**3 S.H.**

The study of vocal pedagogy including treatises, technique, physiology, books, repertoire and other areas relevant to singing and teaching singing. Pre-req. MUSC 101, MUSC 122, MUSC 124.

MUSC 450 ELEMENTARY AND MIDDLE SCHOOL MUSIC METHODS AND MATERIALS**2 S.H.**

The course deals with various teaching methods and strategies and the materials used in teaching middle school band, choir and general music. Pre-req. None

MUSC X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

MUSC X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

MUSC X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

A special projects course on a topic of interest in Music. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division chair approval required.

NURS 310 NURSING INFORMATICS AND HEALTH CARE TECHNOLOGIES**2 S.H.**

Introduction to nursing informatics as a means to improve information management in health care. Consideration of health care technologies and ethical and financial criteria in relation to the quality of their outcomes. Co-req. NURS 350.

NURS 350 BACCALAUREATE ROLE DEVELOPMENT: PROVIDER OF CARE, MANAGER OF CARE, AND MEMBER OF A PROFESSION**3 S.H.**

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. Co-req. NURS 310.

NURS 360 HOLISTIC HEALTH ASSESSMENT ACROSS THE LIFESPAN**4 S.H.**

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 sociocultural perspectives. Pre-req. or Co-req. NURS 310, NURS 350

NURS 370 EVIDENCE-BASED PRACTICE**3 S.H.**

Overview of the research process as a foundation for utilizing research in nursing practice. Consideration of clinical questions and the evidence available to answer them. Pre-req. or Co-req. NURS 310, NURS 350, and approved Statistics course.

NURS 441 POPULATION-FOCUSED AND COMMUNITY-BASED NURSING CARE I 4 S.H.

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

NURS 442 POPULATION-FOCUSED AND COMMUNITY-BASED NURSING CARE II 2 S.H.

Application of theories and principles of population-focused in a community setting. Assigned clinical projects will be completed under the direction of the faculty. Requires 40 hours in a community setting supervised by a qualified nursing preceptor. Hours can be completed within the five-week block assigned for 442. Pre-req. NURS 441.

NURS 450 ISSUES IN THE HEALTH CARE SYSTEM: FOCUS ON RURAL HEALTH 3 S.H.

Consideration of the current and emerging forces that will affect the quality of health care delivered to the population, particularly those residing in rural settings. Issues related to health-care relevant policy, finance, and regulation will be included. Pre-req. or Co-req. NURS 310, NURS 350.

NURS 460 ETHICAL DILEMMAS IN HEALTH CARE: A FOCUS ON VULNERABLE POPULATIONS AND END-OF-LIFE 3 S.H.

Overview of the ethical dilemmas encountered in health care. Application of ethical principles to the complicated situations encountered by nurses, with a special consideration of vulnerable populations and end-of-life care. Pre-req. or Co-req. NURS 310, NURS 350.

NURS 470 NURSING LEADERSHIP 4 S.H.

An exploration of the role of the nurse leader, integrating prior learning with an understanding of the nature of leadership and leadership and management theories. An introduction to the principles of project management with application to a clinical leadership project. Consideration of individual student growth, particularly related to the student outcomes of the program and personal goals for future growth. Pre-req. NURS 310, NURS 350.

PHYS 110 INTRODUCTORY ASTRONOMY (CCN) 3 S.H.

Three hours lecture per week. An introductory study of the universe: the solar system, stars, stellar evolution, galaxies, black holes, big bang cosmology, and the expanding universe. Co-req. PHYS 110L. Essential Studies.

PHYS 110L INTRODUCTORY ASTRONOMY LAB (CCN) 1 S.H.

Two hours lab per week. Lab experiments, computer explorations, and telescope observations will be included. Field experiences will be required. Co-req. PHYS 110. Essential Studies.

PHYS 211 COLLEGE PHYSICS I (CCN) 3 S.H.

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

PHYS 211L COLLEGE PHYSICS I LAB (CCN) 1 S.H.

This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. The students will collect data using interfaced probeware, analyze data using spreadsheet software, and investigate more complex concepts in physics by using simulation software. Students should have already completed CIS 114 before enrolling in this course. Students should co-enroll in PHYS 211.

PHYS 212 COLLEGE PHYSICS II (CCN) 3 S.H.

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.

PHYS 212L COLLEGE PHYSICS II LAB (CCN) 1 S.H.

This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. The students will collect data using interfaced probeware, analyze data using spreadsheet software, and investigate more complex concepts in physics by using simulation software. Students should have already completed CIS 114 before enrolling in this course. Students should co-enroll in PHYS 212.

PHYS 251 UNIVERSITY PHYSICS I (CCN) 4 S.H.

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.

PHYS 251L UNIVERSITY PHYSICS I LAB (CCN)

1 S.H.

This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. Students should have already completed CIS 114 before enrolling in this course. Students should co-enroll in PHYS 251.

PHYS 252 UNIVERSITY PHYSICS II (CCN)

4 S.H.

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.

PHYS 252L UNIVERSITY PHYSICS II LAB (CCN)

1 S.H.

This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. Students should have already completed CIS 114 before enrolling in this course. Students should co-enroll in PHYS 252.

PHYS 497S INTERNSHIP

.5 - 10 S.H.

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Physics faculty and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. The maximum number of hours that may be assigned to the major or minor program are determined by the faculty person responsible for the course. Credit may not be applied to the B.S. Ed. degree program except as excess beyond the required and elective credits as listed in this catalog. Pre-req. junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of the instructor. S/U grading.

PHYS X92 EXPERIMENTAL COURSES (CCN)

.5 - 4 S.H.

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

PHYS X95 SERVICE LEARNING (CCN)

.5 - 4 S.H.

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

PHYS X99 SPECIAL TOPICS (CCN)

.5 - 4 S.H.

Open to students with the background and ability sufficient to pursue areas of special interest. Some of the special areas that might be included are instrument repair, modular experiments, circuits, construction of special equipment, and construction of instruments. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

POLS 195S STUDENT GOVERNMENT (CCN)

0 - 1 S.H.

Student Senate members must attend all scheduled meetings to qualify for credit (minimum of 10). Only one hour of credit may be used toward meeting graduation requirements. S/U grading.

POLS 305 CONSTITUTIONAL HISTORY

3 S.H.

Cross-listed with HIST 305. Study of the American government and issues related to American politics in their constitutional and cultural perspectives. Topics include how the multicultural character of Americans, past and present, has influenced the development of government under the Constitution; how events have shaped the interpretation of the Constitution; and how real world practice varies from the descriptions in the Constitution. Pre-req. None.

POLS 314 IDEOLOGY AND GOVERNMENT

3 S.H.

Cross-listed with HIST 314. This course is a place for detailed study of ideology and government. A special focus of the course is the alternative view of the world and politics in a multicultural setting. Topics include the major ideologies of modern and post-modern times, and a deep look at major world democratic governments. Pre-req. GEOG 103.

POLS 319 COLONIAL AND REVOLUTIONARY AMERICA

3 S.H.

Cross-listed with HIST 319. This course begins by emphasizing the founding of the original thirteen colonies and their development. The second phase of the course traces the events that lead to the American Revolution, The War, and The Treaty of Paris in 1783 and concludes with the writing of the Constitution and the establishment of the United States. Pre-req. ENGL 120, or consent of instructor.

POLS 330 HISTORY OF AMERICAN DIPLOMACY

3 S.H.

Cross-listed with HIST 330. This course focuses on the major events in American Diplomacy beginning with the American Revolution and going through the 20th Century. Pre-req. HIST 103, HIST 104, ENGL 120, or consent of instructor.

POLS 417 MODERN RUSSIAN POLITICAL HISTORY

3 S.H.

Cross-listed with HIST 417. This course emphasizes the study of modern Russia and the Soviet Union from 1855 to the recent past. Special emphasis is placed on the causes and result of the October Revolution in 1917 and the resulting communist rule. Pre-req. ENGL 120, or consent of instructor.

POLS 450 EUROPE AND THE UNITED STATES IN THE COLD WAR

3 S.H.

Cross-listed with HIST 450. This course focuses on Europe's role in the Cold War, considering events in Europe and European reaction to events outside of Europe during the period. It views the Cold War's nature, causes, course, and consequences as a multiple-faceted relationship among the United States, the Soviet Union, and the Europeans. It examines this relationship in terms of cultural, as well as strategic, political, diplomatic, and economic factors. Pre-req. Successful completion of ENGL 120, HIST 102 or consent of instructor.

POLS X92 EXPERIMENTAL COURSES (CCN)

.5 – 4 S.H.

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

POLS X95 SERVICE LEARNING (CCN)

.5 – 4 S.H.

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

POLS X99 SPECIAL TOPICS (CCN)

.5 – 4 S.H.

A special projects course on a topic of interest in Political Science. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

PSYC 111 INTRODUCTION TO PSYCHOLOGY (CCN)

3 S.H.

This is an introductory survey of the basic approaches and concepts used to explore the diversity of human experience, development, and behavior, including important research in the area and application of everyday life. Pre-req. None. Essential Studies.

PSYC 250 DEVELOPMENTAL PSYCHOLOGY (CCN)

3 S.H.

Students in this course will study human development from conception to death. Special attention will be given to the inter-relationship of the physiological, psychological, emotional and social forces of development. This course is specifically designed for students majoring in Psychology. Students double majoring in Psychology and Education should take PSYC 255 and also register for PSYC 399-Reading in Psychology. Pre-req. PSYC 111.

PSYC 255 CHILD AND ADOLESCENT PSYCHOLOGY (CCN)

3 S.H.

Cross-listed with EDUC 255. This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. THIS COURSE IS THE REQUIREMENT FOR ALL EDUCATION MAJORS (early childhood, pre-school, elementary, middle and secondary education). Applied Psychology majors should enroll in PSYC 250. It is strongly recommended that PSYC 399-Readings in Psychology (1 S.H.) be a Co-req. for better preparation in the students' specialty area. Pre-req. PSYC 111.

PSYC 280 GROUP DYNAMICS

3 S.H.

This is a course designed to improve the student's understanding of the nature of group behavior and the techniques of group leadership in a variety of groups including diverse as well as homogeneous groups. The course contains units on principles of group dynamics, nature of leadership, discussion groups, committee procedures, formal meetings, and devices for stimulating group participation. Pre-req. PSYC 111.

PSYC 290 THEORIES OF LEARNING & MANAGEMENT

2 S.H.

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. Pre-req. PSYC 111.

PSYC 302 INTERPERSONAL AND HELPING SKILLS DEVELOPMENT**2 S.H.**

This course uses an integrated approach to basic helping, including developing skills in attending, listening, reflecting and appropriate questioning. Students will learn skills in problem identification, problem solving, goal setting, and other aspects of helping relationships. Students will also learn to recognize and respect diversity as it relates to helping relationships, and to know and follow ethical principles as they relate to their role in such relationships. The course will also include opportunities for practical and experiential applications of helping skills in individual and group situations, especially as applied to roles as peer mentors and career development facilitators. Pre-req. PSYC 111 or an equivalent course.

PSYC 304 CAREER DEVELOPMENT FACILITATION**3 S.H.**

Cross-listed with EDUC 304. This course is designed as a pre-service and in-service program for individuals who wish to attain the knowledge, competencies and skills needed to become a career development facilitator (CDF). Career Development Facilitators assist students in K-12, as well as those in post secondary and adult education to explore career options, to identify personal career interests and goals, to access job market information, and to provide assistance in making appropriate career decisions. Specific competencies that students enrolled in this course will achieve, include: Knowledge of labor market information and resources; experiences in assessment of individual career interests, abilities and values; knowledge of career development models; identification of skills needed for employment; appropriate use of technology resources; development of consultation skills; techniques for the management and promotion of the CDF program; and processes for the training of clients and peers. The course is intended to be taken in addition to PSYC 302. Credit for field experience through Service Learning or Internship credit will also be expected to complete the CDF certification.

PSYC 310 STATISTICS FOR THE SOCIAL SCIENCES**3 S.H.**

This course will introduce the students to the concepts of measurement and probability, descriptive and inferential statistics, and hypothesis testing as applied to measurement and experimentation in the social sciences. Various measurements of central tendency and variability will be presented and both non-parametric and parametric tests and their uses will be explored. Pre-req. PSYC 111, MATH 103; junior or senior standing.

PSYC 330 BEHAVIOR MODIFICATION AND MANAGEMENT**3 S.H.**

Cross-listed with SPED 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. Pre-req. PSYC 111.

PSYC 332 APPLIED PSYCHOLOGY**3 S.H.**

This is a course that aims to relate principles of psychology to everyday life and vocations. Specific applications include studies in relations to industry, employment, commerce, professions, public relations, and traits of personality in diverse and homogeneous work settings. Pre-req. PSYC 111.

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

The purpose of this course is to acquaint students with the more well known theoretical models used to account for uniqueness and consistency in human mental and behavioral functioning. Students will achieve an understanding and appreciation of diverse perspectives in personality theory, and improve their critical thinking skills regarding dispositional differences between people. Analysis of personality assessment methods, including strengths and limitations of specific measures, and the influence of ethnicity and culture on personality development will be explored. Students will be able to apply personality theory in the furtherance of personal and professional relationships and goals. Pre-req. PSYC 111.

PSYC 361 SOCIAL PSYCHOLOGY**3 S.H.**

This course deals with the study of individual behavior in its social context. Areas of study include individual and group attitudes, interaction processes, and interaction in group settings in diverse and homogeneous settings. Pre-req. PSYC 111.

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

Cross-listed with EDUC 370. Students in this course will review historical perspectives on the identification of abnormal behavior and psychological disorders. Special emphasis will be given to discussing differences between adaptive and maladaptive behavior, as well as to appreciating ethnic/cultural difference. An overview of the system used for diagnosis, specific assessment techniques, and empirically supported treatments for psychological disorders will be provided. Pre-req. PSYC 111.

PSYC 399 READINGS IN PSYCHOLOGY**1 S.H.**

This course is designed to better prepare students for terminology, procedures, etc. in the area of their vocational choice by having students do individual reading/research in that area. Students are encouraged to especially focus on people of diversity. Can be repeated.

PSYC 405 HISTORY AND SYSTEMS OF PSYCHOLOGY**3 S.H.**

A consideration of the historical background and development of the discipline of psychology from ancient Greek philosophy to the present and a survey of contemporary psychological theories and views. Pre-req. PSYC 111 and senior standing.

PSYC 422 LEARNING THEORY AND EVALUATION**3 S.H.**

Cross listed with EDUC 422. This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management. The theories will help students identify a range of tools for planning, instruction and evaluation, beginning with the identification of learning goals, the subsequent diagnosis of diverse student needs, provision for effective instruction with feedback, critique and creation of evaluation methods and use of assessment results to improve teaching as well as learning. Specific topics addressed also include classroom management, educational diagnosis, assessment and interpretation, and practical applications. Pre-req. PSYC 111, and Junior standing.

PSYC 435 PHYSIOLOGICAL PSYCHOLOGY**3 S.H.**

An assessment of the physiological basis of psychological functions, including the physiology of the nervous system, brain, and endocrine system. The physiological and biochemical bases of the senses, behavior, learning, and various disorders will be evaluated. The psychopharmacology of drugs and drug abuse will also be assessed. Pre-req.s are PSYC 111. Note: This course is a Co-req. for students enrolling in PSYC 450, who have not completed BIOL 221.

PSYC 450 HEALTH PSYCHOLOGY**3 S.H.**

This class will provide an introduction to the field of health psychology, a specialty area of psychology focused on how biological, social, and psychological factors interact to affect health and illness. Health enhancing behaviors will be addressed, in addition to strategies aimed at identifying and modifying health-endangering behaviors. Specific topics will include stress and coping, somatization, illness cognition and behavior, pain perception, and regimen adherence. Pre-req. PSYC 111. Co-req. PSYC 435 or BIOL 221.

PSYC 460 RESEARCH METHODS IN PSYCHOLOGY**3 S.H.**

This course is designed to explore the different types of research methods and provide students with practical experience with interpreting data and experience with writing reports of the findings. The students also explore the ethical issues involved in research. Pre-req. PSYC 111 and senior standing.

PSYC 470 INTRODUCTION TO COUNSELING AND CLINICAL PSYCHOLOGY**3 S.H.**

This course will provide an overview of the guidance and clinical mental health disciplines. Students will receive a historical outline of major events in the development of counseling and clinical psychology, including contributions from both science, and practice. Discussions will address career pathways, including academic preparation, credentialing, professional issues and ethical principles. Methods of assessment and empirically-supported intervention techniques will be presented, including a review of important facets of the helping relationship, and major theoretical perspectives. Students will be acquainted with the typical work environment, daily functions of professionals, and current issues facing the field. Individual, family, and group intervention modalities of treatment will be discussed, and special topics related to guidance in public education and community agency settings will be presented. Topics related to working with diverse populations will be discussed. Pre-req. PSYC 111, PSYC 370.

PSYC 476S COMPREHENSIVE REVIEW/EXAM AND SEMINAR**3 S.H.**

Students should enroll in this course the final semester prior to graduation. Students will complete an oral exam assessing the application skills and knowledge in topics in the discipline of psychology. Students will complete a seminar addressing a topic agreed upon by the student and a psychology faculty member. The topic will be addressed within the context of goals of the liberal arts education and fulfills all LEAP requirements including: a)the employment of appropriate skills and use of integrative adaptive learning to issues encountered in a multicultural world and b)the student's personal and social responsibility to affect improvement of the human condition. This course must be completed through Mayville State. The student will produce an annotated bibliography of the topic area. S/U grading.

PSYC 497S INTERNSHIP**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. This experience must have the approval of the instructor. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Course may be repeated depending on the availability of work sites and the quality of the experience. Students are strongly encouraged to work in settings with diverse populations. Pre-req. junior or senior standing, completion of at least 3/4 of the major/minor requirements, cumulative grade point average of 2.50 and a 3.00 grade point average in the major/minor program, and consent of the instructor. S/U grading.

PSYC X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors. .

PSYC X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading. .

PSYC X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Special topics course on a subject of interest in Psychology. Course is designed to explore particular areas of personal interest not covered in present Psychology course content. Courses numbered 199 are intended for freshman, 299 for sophomores, 399 for juniors and 499 for seniors. Instructor and Division chair approval is required. Such courses should be arranged with individual faculty members. .

SCNC 101 NATURAL SCIENCE**3 S.H.**

An essential studies course designed for the non-science major. This course is designed to explore the world around us. It leads from astronomy to geology, meteorology, and biology. It incorporates technology through word processing, spreadsheets, electronic presentations, and Internet usage. Research, writing, reading, cooperative learning, and public speaking are emphasized throughout the course. Pre-req. None. Co-req. SCNC 101L. Essential Studies.

SCNC 101L NATURAL SCIENCE LAB**1 S.H.**

A laboratory experience to accompany Natural Science, SCNC 101. It incorporates technology through use of computer programs, the Internet, and provides hands-on experiences in the natural sciences. Pre-req. None. Co-req. SCNC 101. Essential Studies.

SCNC 102 PHYSICAL SCIENCE**3 S.H.**

An essential studies course designed for the non-science major which includes an introduction to the fundamental behavior of matter and energy. Includes elements of physical and chemical science. Pre-req. None. Co-req. SCNC 102L. Essential Studies.

SCNC 102L PHYSICAL SCIENCE LAB**1 S.H.**

A laboratory experience for physical science. Co-req. SCNC 102. Essential Studies.

SCNC 320 SCIENCE FOR ELEMENTARY TEACHERS I**3 S.H.**

This course is designed as an activity based course intended to introduce strategies and methods for elementary science instruction in grades K-8. The content basis for this course is physical science. Some content in addition to methodology will be an added component of the course. Pre-req. SCNC 102 and SCNC 102L.

SCNC 321 SCIENCE FOR ELEMENTARY TEACHERS II**3 S.H.**

This course is an activity based course which builds on the strategies and methods for elementary science instruction introduced in SCNC 320. The content basis for this course is Natural Science. Some content in addition to methodology will be an added component of this course. Pre-req. SCNC 101 and SCNC 101L. It is recommended that SCNC 320 be taken before SCNC 321, but SCNC 321 may be taken before SCNC 320 with instructor's consent. Elementary Education major Co-req. EDUC 301, EDUC 318, EDUC 324, MATH 307, MUSC 323. Early Childhood Education major Co-req. EC 311 and EC 316.

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

Cross-listed with GEOG 322. The course will use a balanced approach to develop broad perspective on current environmental issues. The relationship of legal, economic, and social issues to the underlying scientific problems will be considered. Immediate environmental problems and the relationship of humans to their environment will be discussed. Possible solutions to human-generated problems will be considered from both the human-centered and the life or earth-centered points of view. The course will consist of three lecture-discussion periods weekly, and will include materials from current sources. Pre-req. One year of lab science or consent of the instructor. .

SCNC 480 SCIENCE COMPREHENSIVE**1 S.H.**

A capstone laboratory or non-laboratory project. The project is to be initiated during the first semester of the junior year. The student will work with the faculty member to develop a project, which will culminate in a senior paper and a multimedia presentation open to all interested persons. Pre-req. Admission to major. This course fulfills LEAP requirements and must be completed through Mayville State University.

SCNC 497S INTERNSHIP**.5 - 10 S.H.**

An off-campus, faculty-approved work experience related to the student's major or minor course of study. Credit hours are determined by the Science faculty and are based on the relevancy of the work assignment. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. The maximum number of hours that may be assigned to the major or minor program are determined by the faculty person responsible for the course. Credits may not be applied to the B.S. Ed. degree program except as excess beyond the required and elective credits as listed in this Catalog. Pre-req. junior or senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, and consent of instructor. S/U grading.

SCNC X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

SCNC X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

SCNC X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Open to senior-level students with the background and ability sufficient to pursue areas of special interest. Elementary Science minors are eligible. Some classes will be S/U grading only. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

SOC 110 INTRODUCTION TO SOCIOLOGY (CCN)**3 S.H.**

An introductory examination of social behavior and human groups through an analysis of the diversity in culture, human interactions, social structure, social differentiation, social change, and social process. Pre-req. None. Essential Studies.

SOC 115 SOCIAL PROBLEMS (CCN)**3 S.H.**

An examination of the basic social problems facing the United States: inequality, global, life cycle, deviance, the environment, and the war on terrorism. A look at causes, effects, and potential remedies. Pre-req. SOC 110.

SOC 130 INTRODUCTION TO HUMAN SERVICES (CCN)**3 S.H.**

This course is designed to explore the different Human Services agencies available to the general population in the county, region, state, and nation. In addition, students will learn assessment strategies, interview strategies, and intervention strategies involving people needing some type of human services for a better quality of life. Pre-req. None.

SOC 335 MARRIAGE AND THE FAMILY**3 S.H.**

A study of the sociology of marriage and family life, including contemporary changes and challenges. Pre-req. SOC 110.

SOC 351 SOCIOLOGY OF AGING**3 S.H.**

A sociological study of the aging process within a life course framework. Course includes a look at individual decisions that impact one's own aging, as well as a look at death and dying. Pre-req. SOC 110.

SOC 355 DRUGS AND SOCIETY**3 S.H.**

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

SOC 406 CRIME AND DELINQUENCY**3 S.H.**

A study of the nature and extent of juvenile delinquency and adult crime. Analyzes causes, traces steps through the criminal justice system, explores policies to combat crime and delinquency, latest trends, and a look at professional opportunities in the field. Pre-req. SOC 110.

SOC X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

SOC X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of 6 total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

SOC X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

A special projects course on a topic of interest in Sociology. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

SOSC 480S SOCIAL SCIENCE COMPREHENSIVE**1 S.H.**

The Social Science comprehensive is a challenging capstone project where the senior student will select at least two social science disciplines to research after attending a series of seminar classes presented by the faculty. The student will then research his/her project, write the paper, according to the guidelines provided in the seminar, prepare a PowerPoint presentation on their paper and lastly defend the paper to faculty and students using the PowerPoint. S/U grading.

SOSC 497S INTERNSHIP**.5 - 10 S.H.**

This course is an arrangement for placing a student in an office, bureau, or agency in which he or she will obtain useful, on-the-job experience making use of the knowledge and understandings of the social sciences. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Pre-req. consent of instructor. S/U grading. This course fulfills LEAP requirements and must be completed through Mayville State University.

SOSC X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

SOSC X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

SOSC X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

A special projects course on a topic of interest in Social Science. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

SPAN 101 FIRST YEAR SPANISH I (CCN)**4 S.H.**

Fundamentals of Spanish and development of the basic language skills of listening, speaking, reading, and writing, with an emphasis on oral proficiency. Culture and language structures are also important components of the course. Pre-req. None.

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

Continuation of SPAN 101. Pre-req. SPAN 101.

SPAN 201 SECOND YEAR SPANISH I (CCN)**4 S.H.**

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

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

Continuation of SPAN 201. Pre-req. SPAN 201. On campus, on demand.

SPED 330 BEHAVIOR MODIFICATION AND MANAGEMENT**3 S.H.**

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. Pre-req. PSYC 111.

SPED 336 SOCIAL AND EMOTIONAL DEVELOPMENT AND GUIDANCE IN ECE (CCN)**3 S.H.**

Cross-listed with EC 336 and EDUC 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of preschool to grade 3 children, and are encouraged to take this course when they will also be taking a field experience. Educators who will be teaching in birth to third grade classrooms. Pre-req. EC 210, EC 211.

SPED 337 SPECIAL NEEDS IN ECE**3 S.H.**

Cross-listed with EDUC 337. Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to working with students in the inclusive environment. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical. Educators who will be teaching in birth to third grade classrooms. Pre-req. EC 210, EC 211.

SPED 338 HOME, SCHOOL, COMMUNITY RELATIONS (CCN)**3 S.H.**

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

SPED 340 ASSESSMENT AND DOCUMENTATION IN INFANT AND TODDLER PROGRAMS**3 S.H.**

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. Pre-req. EC 210, EC 211.

SPED 343 CLASSROOM MODIFICATIONS**3 S.H.**

Cross-listed with EC 343 and EDUC 343. This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies and methods to meet the needs of children, youth and young adults representing "at risk" populations. These populations include those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities and materials.

SPED 344 AUGMENTED AND ALTERNATIVE COMMUNICATION**3 S.H.**

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

SPED 350 REMEDIAL READING**3 S.H.**

Cross-listed with EDUC 350. This course includes an overview and application of research-based assessment, diagnostic practices, and corrective reading methods to provide interventions and differentiated support in reading instruction. Students will learn to assess, analyze assessment data, and plan and practice research-based instructional strategies that support student learning styles and different reading abilities, including English Language Learners. Students will demonstrate teaching competencies using research-based assessment and instructional strategies for small group, whole group and individual learners in a regular classroom setting and within intensive reading programs. Students will participate in student-led inquiry, shared teaching practice and performance, and case study applications. A short observational field experience is required for F and S course offerings. This course is required for the North Dakota Reading Credential. Pre-req. Admission to teacher education, EDUC 318 or EC 315.

SPED 351 REMEDIAL READING PRACTICUM**1-2 S.H.**

Cross-listed with EDUC 351. This course requires students to apply diagnostic and remedial reading teaching strategies in a field-based experience. Weekly student-faculty interactions prepare the students for field experience and then provide support for interventional practices while students are teaching in their practicum experience. Students will complete a case study analysis of their teaching experience. This course is required for the North Dakota Reading Credential. Pre-req. SPED 350.

SPED 382 INTELLECTUAL DISABILITIES**3 S.H.**

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

SPED 383 INTELLECTUAL DISABILITIES PRACTICUM**1-2 S.H.**

This clinical course is designed for students who are earning a degree in special education and compliment coursework on individuals with intellectual disabilities. The course is a field experience in a regional school or outside agency that serves individuals with intellectual disabilities (30 hours for 1 credit and 60 hours for 2). Students will apply concepts and methods in a special education setting from the accompanying methods course. The student performs other duties as delegated. Elementary and Secondary Special Education majors must enroll in 2 credits to be eligible for licensure. Pre-req. SPED 389. Co-req. SPED 382.

SPED 384 EMOTIONAL DISTURBANCE**3 S.H.**

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, ABA and Positive Behavior Supports, advocacy, and current issues in the field. This information will benefit all educational personnel and related service providers. Pre-req. SPED 389. Co-req. SPED 385.

SPED 385 EMOTIONAL DISTURBANCE PRACTICUM**1-2 S.H.**

This clinical course is designed for students who are earning a degree in special education and compliment 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 duties as delegated through their accompanying method course. Elementary and Secondary Special Education majors must enroll in 2 credits (60 hours) to be eligible for licensure. Pre-req. SPED 389. Co-req. SPED 384.

SPED 386 LEARNING DISABILITIES**3 S.H.**

This course will include identification, characteristics and delivery of services for children, youth and other individuals with learning & 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 technology for teaching to varied learning needs. Pre-req. SPED 389. Co-req. SPED 387.

SPED 387 LEARNING DISABILITIES PRACTICUM**1-2 S.H.**

This clinical course is designed for students who are earning a degree in special education and compliment 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 to an individual with a learning disability. The student will perform other tasks as delegated in their accompanying methods course concerning learning disabilities. Elementary and Secondary Special Education majors must enroll in 2 credits (60 hours) to be eligible for licensure. Pre-req. SPED 389. Co-req. SPED 386.

SPED 388 AUTISM SPECTRUM DISORDERS**3 S.H.**

The course will examine the historical perspective of the autism spectrum, etiology, and characteristics associated with the wide range of disorders. Instructional strategies to be studied include academic skill acquisition, early communication, language acquisition and development, socialization, applied behavior analysis, and challenging behaviors. Instructional opportunities in non-education settings will be explored. Students will conduct research topics and review lesson plans on the Internet. Pre-req. SPED 389.

SPED 389 FOUNDATIONS OF SPECIAL EDUCATION**3 S.H.**

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.

SPED 395 TRANSITION**2 S.H.**

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

SPED 396 SPECIAL EDUCATION LAW**3 S.H.**

In this course students will conduct an in-depth study of the laws and regulations that govern special education, related areas of education law and institutional responsibilities. The course will focus on key concepts of special education law, issues raised through court cases, movements and trends, and the relationship between legal and practical considerations. Students will look at the formal statutes and regulations that govern special education, but most emphasis will be placed on how these laws are implemented in the real world by examining legal decisions, case studies and scenarios. Pre-req. Admission to Teacher Education and SPED 389.

SPED 397 ASSESSMENT OF STUDENTS WITH DISABILITIES**3 S.H.**

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 using the following techniques: 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. Pre-req. Admission to Teacher Education and SPED 389.

SPED 400B SPECIAL EDUCATION STUDENT TEACHING**5 S.H.**

This course is generally the last course the teacher candidate completes in their education program. Candidates work in an assigned school with a cooperating special education teacher in the area that would appear on their transcript: Kindergarten; elementary; secondary, or middle school or any combination thereof. This 5 week experience must be taken along with 10 weeks of student teaching in the field of corresponding double major. Students with additional certifications and specializations must consult the Division of Education for case-by-case requirements. For more information, see the Student Teaching section on found in the Special Education program information pages. Pre-req. Admission to student teaching. Co-reqs. EDUC 400 and 401.

SPED 497 SPECIAL NEEDS INTERNSHIP IN ECE**.5-12 S.H.**

This internship is an off-campus, faculty-approved work experience related to the student's major course of study. Students pursuing the Special Needs Generalist minor, Studies in Education major, and other major/minors as appropriate, will need to complete this internship with a letter grade. The transcript notation will designate the specific internship. Special Needs Generalist students must successfully complete a minimum of 30 clock hours. Pre-req. 2.75 cumulative institutional/transfer grade point average, and approval of the division. Letter grade.

SPED X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors; and 492 for seniors.

SPED X95 SERVICE LEARNING (CCN)**.5 – 2 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed toward graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

SPED X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Open to experienced teachers who wish to work on some specific problems they have met in their teaching. Open to students admitted to Teacher Education. Also available to award credit for special workshops. Credit hours arranged. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors; and 499 for seniors. Instructor and Division Chair approval required.

THEA 110 INTRODUCTION TO THEATRE ARTS**3 S.H.**

This course gives basic orientation and historical perspective to the art of theatre. Students will survey the elements of theatrical production including dramatic styles, acting, directing, design, and technical execution of design, along with the role of audience. Students will participate in MSU theatre activities where appropriate to gain practical experience with the principles they study.

THEA 202S THEATRE PRACTICUM**1 S.H.**

This course offers students practical experience in one or more areas of theatre through participation in a Mayville State University Theatre production. Students are required to work at least 15 hours in a technical area and/or rehearse and perform a role on stage. This course may be repeated up to eight (8) semester hours. Pre-req. None. S/U grading.

THEA X92 EXPERIMENTAL COURSES (CCN)**.5 – 4 S.H.**

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

THEA X95 SERVICE LEARNING (CCN)**.5 – 4 S.H.**

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

THEA X99 SPECIAL TOPICS (CCN)**.5 – 4 S.H.**

Individual research problems designed and carried out by the student under the supervision of a faculty member. The course is planned to permit the interested student to examine and study new developments in both forms and influences in modern communication. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

UNIV 100 SEMINAR ON SUCCESS (SOS)**1 S.H.**

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

UNIV 102 STRATEGIES FOR ACADEMIC AND PERSONAL GROWTH**1 S.H.**

This course provides opportunities for students to build and apply strategies essential for personal growth, workplace success and life-long learning. Topics include strategic learning, self-regulation, goal setting, motivation, learning styles, study techniques, and career planning.

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Mayville State University

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James Morowski, B.S.	Director of Enrollment Services
Shawn D. Ogburn, B.S.	Director of Computer Center
Denise F. Overmoe, B.S.	Director of Child Development Programs
Daniel P. Lorenz, A.A.	Director of Physical Plant
Mark Skean, Ph.D.	Director of Academic Assessment
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Patrick Steele, B.S.	Director of Information Technology Services
Misti L. Wuori, M.B.A., M.MGMT.	Director of Admissions and Extended Learning

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Gene B. Levitt, B.S.B.A., M.B.A.	Business and Computer Information Systems
Donna M. Mark, M.S.	Health, Physical Education and Recreation
Dalton E. McMahon, D.A.	Liberal Arts
Robert D. Miess, Ph.D.	Science and Mathematics

FACULTY

SARAH K. ANDERSON

Assistant Professor of Secondary Education and Special
Needs
B.S.Ed., M.Ed., Ph.D., University of North Dakota
2012

CAROLYN D. BAKER

Associate Professor of English and Communication
B.A., Luther Rice Seminary
M.A., University of North Dakota
M.Div., Assemblies of God Theological Seminary
D.Min., Western Conservative Baptist Seminary
2005

MICHAEL R. BAKKEN

Associate Professor of Music
B.S., University of North Dakota
M.S., Minot State University
2003

ROBERT H. BENNETT

Professor of Psychology
B.S., M.S., Brigham Young University
Ph.D., Auburn University
2005

G. SCOTT BERRY

Instructor of Health, Physical Education & Recreation
Head Baseball Coach
B.S.Ed., Mayville State University
M.Ed., University of North Dakota

RENAE T. BJORG

Instructor of Education and Psychology
B.S.Ed., M.Ed., University of North Dakota
2014

LAURA E. BRUDVIK

Instructor of English and Communication
B.A., University of North Dakota
M.A., Valley City State University
2009

MARCELO E. CAMPOVERDE

Instructor of Education and Psychology
Director of Diversity
B.S.Ed., M.S., University of North Dakota

DAN G. DEWITT

Instructor of Health, Physical Education & Recreation
Head Men's Basketball Coach
B.S., Northern State University
M.Ed., University of Minnesota

ANDREA L. DULSKI-BUCHOLZ

Assistant Professor of Education and Reading Instruction
Chair of Education and Psychology Division
A.D. RN., Rochester Community College
B.S.N., Moorhead State University
M.Ed., Graceland University
Ph.D., Capella University
2011

CAROL L. ENGER

Professor of Early Childhood Education and Education
B.S., North Dakota State University
M.S., Ed.D., University of North Dakota
1976

JERRY E. GARRETT

Instructor of Psychology
B.S., M.A.Ed, Ed.D., Ball State University
2014

LUANNA E. FISKETJON

Instructor of Psychology
Distance Education Coordinator - Williston Site
B.S., Minot State University
M.S., University of North Dakota

RAYMOND H. GERSZEWSKI

Instructor in Psychology
Vice President of Student Affairs and Institutional Research
B.A., M.A., Ph.D., University of North Dakota

CHRISTINE N. GONNELLA

Instructor of Business and CIS
Director of Instructional Design & Technology
B.A., State University of New York at Albany
M.S., University of North Dakota

THOMAS P. GONNELLA

Professor of Chemistry and Physics
B.S., Southwest State University
M.S., Ph.D., North Dakota State University
1997

STEPHANIE GRAZIANI

Instructor of Health Physical Education & Recreation
Assistant Softball Coach
B.S., Florida Southern College

REBECCA J. GUNDERSON

Instructor of Health, Physical Education & Recreation
B.S.Ed., Mayville State University
1987

DONNA J. GUTSCHMIDT

Instructor of Business
 B.A., Minot State University
 M.B.A., Minnesota State University – Moorhead
 Ph.D., North Dakota State University

BRITTANY D. HAGEN

Instructor of Education and Psychology
 B.S.Ed., Mayville State University
 M.Ed., University of North Dakota
 2014

KHWAJA G. HOSSAIN

Associate Professor of Biology
 B.S., M.S., Bangladesh Agricultural University
 Ph.D., University of Wales
 2005

JOHN R. HAINES

Instructor of Health, Physical Education & Recreation
 Head Football Coach

JEFF R. HOVDE

Instructor of Biology
 B.S.Ed., Mayville State University
 M.S.
 2014

DENNIS J. HUTTER

Instructor of Health, Physical Education & Recreation
 Head Women's Basketball Coach, Wellness Center Director
 B.A., Bethel College
 M.A., Southwest Minnesota State University

DEAN D. JOHNSON

Instructor of Mathematics
 B.A., Valley City State University
 M.A., North Dakota State University
 2010

LINDSEY J. JOHNSON

Instructor of Health, Physical Education & Recreation
 Head Volleyball Coach
 B.S., Mayville State University
 M.S., St. Cloud State University

ROBERT L. JOHNSTON

Assistant Professor of Business Management
 B.A., Mayville State University
 M.Mgt., M.B.A., University of Mary
 2010

KATIE J. JUDISCH

Instructor of Education and Psychology
 Director of Student Success and Disability
 B.S.Ed., M.Ed., University of North Dakota

CRAIG M. KEATING

Instructor of Computer Information Systems
 B.S., Mayville State University

KATE D. KEATING-PETERSON

Assistant Professor of Education
 B.S., Valley City State University
 M.S., University of North Dakota
 2008

AARON J. KINGSBURY

Assistant Professor of Geography and Political Science
 B.A., The George Washington University
 M.A., Simon Fraser University
 M.Sc., University of Kassel
 Ph.D., University of Hawai'i at Manoa
 2013

KELLY J. KORNVEN

Instructor of Library Science
 B.S., Mayville State University
 M.S., Florida State University

ERIN R. KUNZ

Instructor of English
 Coordinator of Academic Support and Writing Center
 B.A., M.A., University of North Dakota

KRISTI L. LENTZ

Instructor of Education and Psychology
 B.S.Ed., Valley City State College
 M.Ed., North Dakota State University

GENE B. LEVITT

Professor of Accounting
 Chair of Business and Computer Information Systems
 Division
 B.S.B.A., M.B.A., University of North Dakota
 1991

AUBREY M. MADLER

Instructor of Library Science
 B.S., Mayville State University
 M.L.S., Texas Women's University

DONNA M. MARK

Associate Professor of Health,
 Physical Education & Recreation
 Chair of Health, Physical Education & Recreation Division
 B.S.Ed., Mayville State University
 M.S., St. Cloud State University
 2004

KARI L. MATTHYS

Assistant Professor of Nursing
 B.S.N., M.S.N., North Dakota State University
 R.N.
 2014

DALTON E. McMAHON

Professor of History, Social Science and Education
 Chair of Liberal Arts Division
 B.S.Ed., M.A., D.A., University of North Dakota
 1989

JOSEPH O. MEHUS

Assistant Professor of Biology
B.S., Mayville State University
Ph.D., University of North Dakota
2013

ROBERT D. MIESS

Professor of Chemistry, Science and Mathematics
Chair of Science and Mathematics Division
B.S., Viterbo College
Ph.D., Texas A&M University
1993

DAVID C. MOE

Instructor of Health, Physical Education & Rec
Assist. Women's Basketball Coach
B.S., Mayville State University

SHEENA R. MOE

Instructor of Education and Psychology
B.S., North Dakota State University

THOMAS R. MOE

Instructor of Business Administration
B.S.Ed., Mayville State University
J.D., University of North Dakota

JEREMIAH T. MOEN

Assistant Professor of Health, Physical Education, &
Recreation, Exercise Science and Lifetime Wellness
B.S., Mayville State University
M.S., University of North Dakota
Ph.D., North Dakota State University
2008

ASHLEY A. MOONEY

Instructor of Computer Information Systems
Accounts Receivable Technician
M.B.A., University of Mary
B.S., Mayville State University

ASHLEY N. NELSON

Instructor of Health, Physical Education and Recreation
Assistant Volleyball Coach
B.S.Ed., Mayville State University
M.S., University of North Dakota

DALE J. NELSON

Associate Professor of English
B.S. Ed., M.S., Southern Oregon College
M.L.S., M.A., University of Illinois
1989

RHONDA L. NELSON

Assistant Professor of Business
B.S., Mayville State University
M.B.A., University of Mary
2012

TIMOTHY J. O'BRIEN

Assistant Professor of Health, Physical Education &
Recreation / Head Athletic Trainer
B.S., M.Ed., North Dakota State University
2001

KELLI A. ODDEN

Assistant Professor of Early Childhood Education and
Special Needs
B.S.Ed., Mayville State University
M.S., University of North Dakota
2007

DUSTIN J. OLSON

Assistant Professor of Business Administration
B.S., Mayville State University
M.B.A., University of North Dakota
2007

J. TERRY PALMER

Instructor of Computer Information Systems
B.S., Mayville State University
2010

SCOTT B. PARKER

Assistant Professor of Health, Physical Education &
Recreation
B.S., Mayville State University
M.S., Minnesota State University-Moorhead
2011

GRETA M. PASCHKE

Instructor of Music, Science and Education
B.S.Ed., B.S., Mayville State University
M.S., University of North Dakota
1999

JOHN M. PEDERSON

Professor of History, Economics and Social Science
B.A., Concordia College
M.A., University of North Dakota
Ph.D., University of Nebraska
1998

DAVID R. PENA

Instructor of Health, Physical Education & Recreation
Assistant Football Coach
B.S., Mayville State University
M.S., University of Nebraska at Kearney
2011

BRYEN H. PYLES

Instructor of Health, Physical Education & Recreation
Assistant Men's Basketball Coach
B.S., Mayville State University

BRAD R. ROCKSTAD

Assistant Professor of Business & Computer Information
Systems
B.B.A., M.B.A., University of North Dakota
2013

JEFFREY R. SIEG

Associate Professor of Science, Science Education
B.S., North Dakota State University
B.S.Ed., M.Ed., University of North Dakota
1997

MARK E. SKEAN

Professor of Business Administration
B.A., Western Kentucky University
M.B.A., Indiana University
Ph.D. University of North Dakota
CPA, CMA, CIA, CFM
1991

SARAH R. SLETTEN

Assistant Professor of Science
P-16 STEM Coordinator
A.A.S., Bismarck State College
B.S., University of Mary
M.S., University of North Dakota
2012

PATRICK W. STEELE

Instructor of Computer Information Systems
B.S., Mayville State University

FRED P. STRAND

Assistant Professor of Mathematics
B.S.Ed., Mayville State University
M.A., Minot State University
2012

TAMI L. SUCH

Associate Professor of Nursing
Program Director of Nursing
B.S.N., University of Mary
M.S.N., Minnesota State University-Moorhead
2014

ROBERT A. SYLSKAR

Associate Professor of Speech and Theatre
B.S., Moorhead State University
M.A., South Dakota State University
1993

ROBERT R. TANGSRUD

Associate Professor of Marketing
B.A. Minot State University
M.B.A., University of North Dakota
PH.D., University of Manitoba
2011

WILLIAM M. TOMBLIN

Instructor Health, Physical Education & Recreation
B.S., Mayville State University
M.S., North Dakota State University

MARY R. TOWNSEND

Assistant Professor of Mathematics
B.S., Moorhead State University
M.Ed., University of North Dakota

ASHLEY R. VANDEVEEN

Instructor of Health, Physical Education & Recreation
Head Softball Coach
B.S.Ed., Mayville State University

ANN M. WILLESON

Associate Professor of Early Childhood Education and
Elementary Education
B.S., Moorhead State University
B.S. Ed., Mayville State University
M.Ed., Ed.D., University of North Dakota
1992

MISTI L. WUORI

Instructor of Sociology
Director of Admissions and Extended Learning
B.A., Westmar University
M.B.A., M.Mgmt., University of Mary

EMERITUS FACULTY

NANNETTE K. BAGSTAD

Professor Emeritus of Education
B.S.Ed., Mayville State University
M.Ed., Ed.D., University of North Dakota
1989-2012

LINDA A. BAIER

Professor of Business Administration and Computer
Information Systems
B.S.Ed., Mayville State University
M.S., University of North Dakota
1977

B. PAUL BATESEL

Professor Emeritus of English
B.S.Ed., Southwest Missouri State College
M.A., Ph.D., University of Missouri
1989-2004

ROBERT A. BROWN

Assistant Professor Emeritus of Health
and Physical Education
B.S.Ed., Mayville State University
M.S., Mankato State College
1967- 1998

MITZI L. BRUNSDALE

Professor of English and Communication
B.S., M.S., North Dakota State University
Ph.D., University of North Dakota
1976

THOMAS A. GEFFRE

Professor Emeritus of Education
B.S., Minot State University
M.M., University of South Dakota
D.M.E., University of Northern Colorado
1984-2009

CHARLES L. GREMMELS

Associate Professor Emeritus of Health and
Physical Education
B.S., Minot State University
M.S., North Dakota State University
1981-2002

DARRYL J. GULBRANSON

Professor Emeritus of Mathematics
B.S. Ed., Mayville State University
M.S., University of Oregon
1989-2012

RICHARD G. HOLMAN

Professor Emeritus of Education
B.S.Ed., Mayville State University
M.S.Ed., Bemidji State University
Ed.D., University of North Dakota
1983-2007

MARTIN W. JOHNSON

Professor Emeritus of Physical Education
B.S.Ed., Mayville State University
M.E., University of Arizona
Ph.D., Ohio State University
1966-1967; 1971-1973; 1974-2001

BETTY J. KARAIM

Professor Emeritus of Education and Library Services
B.S.Ed., Mayville State University
M.L.S., University of Oklahoma
1962-79; 1982-1999

TERRY R. KEMMER

Professor Emeritus of Business
B.S., Valley City State College
M.S., University of North Dakota
1981-2012

DENNIS R. KOST

Professor Emeritus of Education
B.S., Minot State University
M.S., North Dakota State University
Ed.D., University of North Dakota
Mayville State University Employee, 1965-1968;
1968-1969, SABB; 1969-1997

ROBERT M. KRUGER

Professor Emeritus of Biology
B.S., Bethany College
M.S., Ball State University
Ph.D., North Dakota State University
1990-2006

MERWIN J. LYNNG

Professor Emeritus of Mathematics
B.A., Mayville State University
M.A., University of Northern Colorado
Ph.D., Ohio State University
1958-1964; 1964-1965, SABB; 1965-1966, 1966-1967,
L.O.A.; 1967-1998

HARVEY M. MCMULLEN

Emeritus Dean of Men
B.S. Ed., Mayville State University
M.A., Ed.D., University of North Dakota
1961-1987

PAUL D. MEARTZ

Professor Emeritus of Geography
B.A., University of Wisconsin
M.A., Ph.D., University of Minnesota
1977-2013

JAMES W. NEILSON

Professor Emeritus of Social Science
B.S., M.A., Northeast Missouri State University
Ph.D., University of Illinois
1958-1998

RONALD L. SEMMENS

Professor Emeritus of Education
B.S., Minot State University
M.A., Ed.D., University of North Dakota
1970-2001

NORMA M. SVOBODA

Professor Emeritus of Education
B.S.Ed., Mayville State University
1976; M.A., University of Northern Colorado
1978-1997

EMERITUS FACULTY

ANTHONY P. THEIN

Professor Emeritus of Music
B.A., St. John's University
M.M., Indiana University
Ph.D., University of Minnesota
1963-1970; 1970-1971, L.O.A.; 1971-2000

MICHAEL S. WORNER

Professor Emeritus of Education
B.S., Moorhead State University
M.Ed., Ed.D., University of North Dakota
1987-2003

ROBERT W. WYMORE

Professor Emeritus of Physics
B.S.Ed., Mayville State University
M.A. Colorado State College of Education
1962-68; 1968-89, SABB; 1969-1993



**330 THIRD STREET NE
MAYVILLE, ND 58257**

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