



**Mayville
State
University**

IVN & Online Courses

Spring 2017

MayvilleState.edu/msu-online • 701.788.4667

Liberal Arts/Essential Studies (online)

COMM 110 Fundamentals of Public Speaking (3)

Class Number: 4774 Instructor: Pamela Ressler 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.

ECON 201 PRINCIPLES OF MICROECONOMICS (3)

Class Number: 4782 Instructor: Donna Gutschmidt 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-requisite: None. Fall. Essential Studies.

ENGL 120 College Composition II (3)

Class Number: 4790 Instructor: Aprill Hastings 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.

ENGL 350 Young Adult Literature/Media (3)

Class Number: 4805 Instructor: Aubrey Madler Cross-listed with LMIS 350. A survey of young adult literature and media for middle school, secondary and public libraries covering all genres including a balance of non-fiction to support Common Core State Standards in the classroom. Covers classic and contemporary works, with attention to literature of diverse populations (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) and emerging communication techniques. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of young adults, and literature appreciation in young adults.

ENGL 360 Shakespeare (3)

Class Number: 4802 Instructor: Dale Nelson 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 applica-

tions, materials, and approaches appropriate for secondary-level teaching. The course will be presented in seminar or tutorial format. Pre-requisite: English 120 or instructor's consent.

GEOG 103 Multicultural World, Global Issues (3)

Class Number: 4813 Instructor: Aaron Kingsbury 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.

GEOL 115 Introductory Geology (3)

Class Number: 4660 Instructor: Khwaja Hossain An introductory course which includes principles of physical and historical geology in three hours of lecture and a lab with field trips. Topics include rock and mineral classification, plate tectonics, processes that shape the Earth's surface, the origin of the Earth, history of the land masses, and evolution of plant and animal life. Co-requisite: GEOL 115L.

GEOL 115L Introductory Geology Lab (1)

Class Number: 4661 Instructor: Khwaja Hossain 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-requisite: GEOL 115.

GEOG 300 World Regional Geography and Anthropology (3)

Class Number: 4815 Aaron Kingsbury 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.

HIST 102 Western Civilization II (3)

Class Number: 4818 Instructor: Dalton McMahon 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

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

Class Number: 4827 Instructor: Greta Paschke 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.

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

Class Number: 4829 Instructor: Eric Johnson 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 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.

SOC 110 Introduction to Sociology (3)

Class Number: 4851 Instructor: Misti Wuori An introductory examination of social behavior and human groups through an analysis of the diversity in culture, human interactions, social structure, social differentiation, social change, and social process.

SOC 335 Marriage & the Family (3)

Class Number: 18697 Instructor: Lonamalia Smith A study of the sociology of marriage and family life, including contemporary changes and challenges. Pre-req: SOC 110.

SOC 355 Drugs and Society (3)

Class Number: 4855 Instructor: Lonamalia Smith A study of drug use in modern society. Topics include social definitions, identification, causes, controls, and consequences of both legal and illegal drug use and problems.

SPAN 101 First Year Spanish I (4)

Class Number: 4861 Instructor: Carmen Rygg Fundamentals of Spanish and development of the basic language skills of listening, speaking, reading, and writing, with an emphasis on oral proficiency. Culture and language structures are also important components of the course. Pre-req. None

SPAN 102 First Year Spanish II (4)

Class Number: 4864 Instructor: Carmen Rygg Continuation of SPAN 101. Pre-req. SPAN 101

SPAN 201 Second Year Spanish I (4)

Class Number: 4865 Instructor: Carmen Rygg 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 (4)

Class Number: 4866 Instructor: Carmen Rygg Continuation of SPAN 201. Pre-req. SPAN 201

UNIV 100 Seminar on Success (SOS)

Class Number: 4891 Instructor: Sheena Moe This course is designed to help all students who are new to Mayville State University become integrated into the college and community environment. A variety of topics will be covered that can lead to greater self-awareness and increase the student's level of academic and personal success, enjoyment, and persistence. Special Fees \$15

Psychology (online)

PSYC 111 Introduction to Psychology (3)

Class Number: 4872 Instructor: Codie Davis

This is an introductory survey of some of the basic approaches and concepts used to explore the diversity of human experience, development, and behavior, including important research in the area and application of everyday life. Pre-req: None

PSYC 290 Theories of Learning and Management (3)

Class Number: 4895 Instructor: Terry Baesler

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-requisite: PSYC 111.

PSYC 330 Behavior Modification & Management (3)

Class Number: 4875 Instructor: Robert Bennett

Cross-listed with SPED 330. Presents and discusses theory, conceptual approaches, and practice in the application of operant and classical conditioning procedures 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.

PSYC 332 Applied Psychology (3)

Class Number: 4877 Instructor: Robert Bennett

This is a course which aims to relate principles of psychology to everyday life and vocations. Specific applications include studies in relation to industry, employment, commerce, professions, public relations, and traits of personality in diverse and homogeneous work

settings. Pre-Req: PSYC 111.

PSYC 422 Educational Assessment (2)

Class Number: 5002 Instructor: Terry Baesler

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

Business and CIS (online)

ACCT 306 Cost Accounting II (3)

Class Number: 4770 Instructor: Gene Levitt

A continuation of the cost accounting cycle with emphasis on cost accounting for decisions, cost allocations and revenues, and quality and JIT.

ACCT 306 is an online synchronous course. Students enrolled in this course are required to login Wednesdays 5:00—6:15 p.m.

ACCT 316 Banking Law (3)

Class Number: 4721 Instructor: Tom Moe

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 316 is an online synchronous course. Students enrolled in this course are required to login Tuesday & Thursdays 12:00p.m—1:15 p.m.

ACCT 360 Accounting Systems (2)

Class Number: 4723 Instructor: Dustin Olson

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 401 Business Income Taxation (3)

Class Number: 4725 Instructor: Dustin Olson

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

ACCT 401 is an online synchronous course. Students enrolled in this course are required to MWF 12:00p.m—1:15p.m.

ACCT 450 Auditing & Assurance Services (3)

Class Number: 4727 Instructor: Gene Levitt

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.

ACCT 450 is an online synchronous course. Students enrolled in this course are required to login Tuesdays from 5:00—6:15 p.m.

BADM 301 Principles of Marketing (3)

Class Number: 9669 Instructor: Donna Gutschmidt

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-Requisite: ENGL 120 or ENGL 125, or consent of instructor.

BADM 302 Principles of Management (3)

Class Number: 9671 Instructor: Robert Johnston

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 man-

agement 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-requisite: ENGL 120 or ENGL 125, or consent of instructor.

BOTE 347 Computer Applications in Business

Class Number: 4728 Instructor: Rhonda Nelson

Intermediate to advanced use of spreadsheets and the exploration of databases and other current and relevant application software. Students have opportunity to develop and adapt technology skills used in applying business theory to analyze and solve problems. This course is recommended as a prerequisite for BUSN 323, Managerial Finance. Prerequisite: CIS 119 or equivalent knowledge of Excel.

BUSN 311 Real Estate Appraisal (3)

Class Number: 4732 Instructor: Tom Moe

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.

BUSN 311 is an online synchronous course. Students enrolled in this course are required to login Tuesday & Thursday from 8:00—9:15 a.m.



Business and CIS (online continued)

BUSN 312 Real Estate Financing (3)

Class Number: 4734 Instructor: Tom Moe

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.

BUSN 312 is an online synchronous course. Students enrolled in this course are required to login MWF from 8:00—8:50 a.m.

BUSN 318 Advertising & Promotion Management (3)

Class Number: 9672 Instructor: Donna Gutschmidt

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

BUSN 334 Business Communication (3)

Class Number: 4749 Instructor: Donna Gutschmidt

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)

Class Number: 4750 Instructor: Robert Tangsrud

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. It is strongly recommended students have a knowledge of Excel before taking this course. Prerequisite: MATH 103.

BUSN 343 Ethical Decision Making (3)

Class Number: 5130 Instructor: Robert Johnston

This course will focus on the ethical issues that business professionals face. It will challenge the student's critical thinking about the role of business in society, the nature of corporate social responsibility, and the influence of social, political, legal, regulatory and environmental issues.

BUSN 351 Human Resource Management (3)

Class Number: 4752 Instructor: Robert Johnston

This course provides students an opportunity to learn the importance of managing an organization's human resources. Students will examine how human behavior,

legal framework, individual differences, and employee performance influence the organizational goals and objectives. A critical component of this course includes strategically planning and applying human resource functions to a business experiencing change. Pre-req. BADM 302.

BUSN 355 Management Information Systems (3)

Class Number: 4753 Instructor: Gene Levitt

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-requisite: BADM 302.

BUSN 361 Strategic Planning and Forecasting

Class Number: 5128 Instructor: Mary Falk

This course will cover the future planning and sustainability of a business. The core components of this course are Strategic Direction, Market Development, Organizational Growth and Succession Planning.

BUSN 391 Professional Development (1)

Class Number: 4755 Instructor: Rhonda Nelson

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.

BUSN 423 Consumer Behavior (3)

Class Number: 4757 Instructor: Robert Tangsrud

This course provides a study of advertising and other promotional tools from an Integrated Marketing Communication (IMC) perspective. Grounded on a foundation of 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, which marketers are increasingly using to build brands. Recommend CIS 119 or equivalent knowledge of MS Word & PowerPoint. Prerequisite: BADM 301; PSYC 111 or SOC 110.

BUSN 435 Entrepreneurial Business Plan Practicum (4)

Class Number: 4763 Instructor: Mary Colleen Falk

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. Prerequisite: BUSN 305, BUSN 365 or ACCT 201.

BUSN 455 Business Policies (3)

Class Number: 4766 Instructor: Dustin Olson

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. This course fulfills

LEAP requirements and must be completed through Mayville State University.

BUSN 482 Business Comprehensive (3)

Class Number: 4767 Instructor: Robert Tangsrud

A capstone project for seniors completing the B.A.S. degree with a major in Business Administration. The student will work with a faculty member to develop the project, which will culminate in a senior paper and multimedia presentation open to all interested persons. This course fulfills LEAP requirements and must be completed through Mayville State University.

CIS 175 Information Literacy (1)

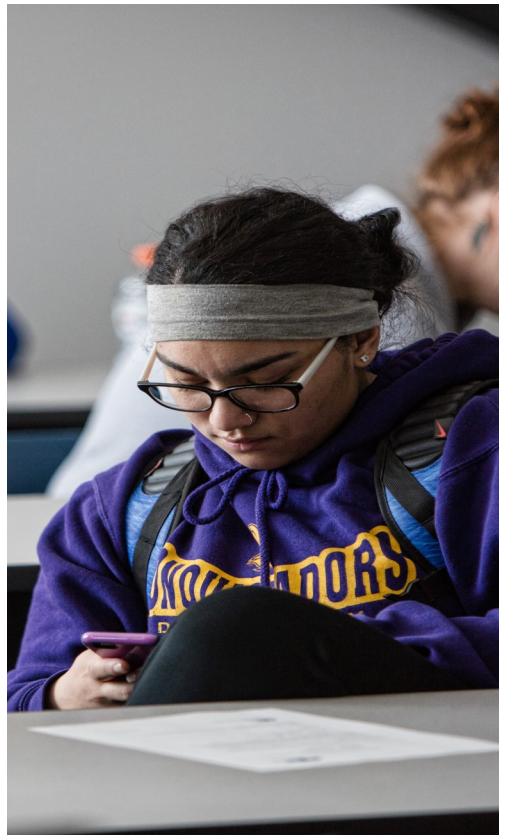
Class Number: 17341 Instructor: Kelly Kornkven

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

CIS 385 Contemporary Multimedia Tools (4)

Class Number: 5139 Instructor: Christine Gonnella

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



Early Childhood (online)

EC 210 Introduction to ECE (3)

Class Number: 4898 Instructor: Katharine Keating

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)

Class Number: 4899 Instructor: Katherine Keating

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)

Class Number: 4901 Instructor: Kelli Odden

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-requisites: EC 313, EC 333 and consent of instructor.

EC 315 Reading in Early Elementary (3)

Class Number: 4902 Instructor: Ann Willeon

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-requisites: Admission to

Teacher Education and EC 313. Only available to Cohort students in BSED Early Childhood Education.

EC 333 Pre-K Methods/Materials (3)

Class Number 4905 Instructor: Ann Willeon

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

Class Number: 4907 Instructor: Katherine Keating

The purpose of this course is to address play, music and movement, creative art, and drama in the early childhood and primary education classrooms. Students will develop and implement an integrated curriculum that focuses on children's needs and interests, considering 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 Pre-K - Third Grade. This course is for educators who will teach in Birth to Third Grade classrooms. Pre-Requisites: EC 210, EC 211.

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

Class Number: 4909 Instructor: Kelli Odden

Cross-listed with 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-requisite: EC 210, EC 211 .

EC 340 Assessment & Documentation n Infant & Toddler Programs (3)

Class Number: 4911 Instructor: Carol Enger

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.

EC 275 Supervised Tutorial Experience (3)

Class Number: 4915 Instructor: Carol Enger

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: Administration-EC 322; for After School-EC 333; for Infant/Toddler-EC 320; for Special Needs-EC 337.

EC 376 Field Experience in ECE (3)

Class Number: 4917 Instructor: Ann Willeon

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 Field Studies (6)

Class Number: 4919 Instructor: Kelli Odden

The purpose of this course is to relate what is learned in the Early Childhood classes to actual teaching practices. This 6 credit course is intended for students who have not had an internship in an AA 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 357, 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-requisites or co-requisites: EC 412, 418.

EC 398A BA Internship (3)

Class Number 4921 Instructor: Kelli Odden

This course is intended for students in the BA Early Childhood program who already have an AA 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-requisites or Co-requisites: EC 412 & 418.

EC 412 Diversity Professionalism in ECE (3)

Class Number: 4922 Instructor: Kelli Odden

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.

Early Childhood (online continued)

EC 495 Service Learning in ECE (2)

Class Number: 4925 Instructor: Carol Enger

This course fulfills LEAP requirements and must be completed through Mayville State University. The purpose of this course is to give the students an early childhood educational experience in which they will participate in an out-of-class community service project. This course fulfills LEAP requirements and must be completed through Mayville State. This project will challenge 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.



LMIS (online)

LMIS 350 Young Adult Literature/Media

Class Number: 4807 Instructor: Aubrey Madler

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

Education (online)

EDUC 250 Introduction to Education (2)

Class Number: 4927 Instructor: Brittany Hagen

This course provides students with historical, philosophical, social, and psychological foundations of education. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems, diversity and multiculturalism in education, and current trends in curriculum and instruction. Students will be introduced to the professionalism of teaching. Prerequisite ENGL 110, ENGL 120 or ENGL 125, MATH 103 with minimum 'C'. It is highly recommend that EDUC 276 is taken prior to this course.

EDUC 272 Educational Technology (1)

Class Number: 4929 Instructor: Brittany Hagen

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. Corequisite: EDUC 250, EDUC 298

EDUC 276 Praxis Core Academic Skills Test Prep (1)

Class Number: 4931 Instructor: Kelly Kornkven

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

instruction is provided to meet individual study needs in this arranged course. S/U grading.

EDUC 290 Theories of Learning & Management (2)

Class Number: 4897 Instructor: Terry Baesler

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 environ-

EDUC 298 Pre-Professional Field Experience and Skills Development (1)

Class Number: 4933 Instructor: Johna Westby

Students taking this course will meet the requirements of having a field experience prior to pre-service teaching. Students will be required to visit a special needs classroom. Prospective education professionals will follow a structured process to gain first hand information on the demands a full-time teacher meets on a daily basis. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Students will also prepare for the Praxis Core Academic Skills for Educators in this course.

EDUC 351 Remedial Reading Practicum (1-2)

Class Number: 4947 Instructor: Andi Dulski-Bucholz

This course requires teacher candidates to apply research-based assessment, diagnostic, differentiated and corrective reading strategies studied in EDUC 350 in a field-based experience. Initial weekly faculty guidance prepares teacher candidates for field experience where they will complete and analyze assessments, and plan and implement research-based interventions in reading instruction for a student assigned by the in-school mentor teacher. Pre and post lesson observation conferences will be conducted by faculty

and/or mentor teachers with teacher candidates throughout the field experience. Lesson planning, instruction, reflective journaling and a case study analysis paper contribute to the skill development of teacher candidates in the specific area of instructional and corrective reading intervention. This course must be taken for 2 SH for the North Dakota Reading Credential. Special Education majors may choose the 1 SH option. Prerequisite: EDUC 350 and Admission to Teacher Education.

EDUC 380 Teaching English Language Learners (1)

Class Number: 5113 Instructor: Laura Parson

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 400 Student Teaching (10)

Class Number: 4951 Instructor: And Dulski-Bucholz

Full-time supervised student teaching experience in the teacher candidate's major areas of study for 15 weeks of accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support teacher candidates in this experience in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide the candidate new and diverse teaching experiences to allow for greater professional growth. Teacher candidates who are obtaining a kindergarten endorsement will also need to register for 400A, double majors will also need to register for 400A, and SPED double majors will also need to register for SPED 400B.

Education (online continued)

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

Class Number: 4953 Instructor: Andi Dulski-Bucholz

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-requisite: Admission to Teacher Education.

EDUC 401S Pre-Student Teaching Seminars

Class Number: 4955 Instructor: Ann Willeson

Three required pre-student teaching seminars provide teacher candidates with the necessary information to prepare for a successful student teaching experience. Seminar topics include preparedness for student teaching, requirements for MSU student teachers, support for teacher candidates during student teaching, and developing positive professional relationships. Students will provide the Director of Student Placement information and forms necessary for student teaching placement arrangements. Non-satisfactory performance in this course may prevent a student teaching placement. S/U grading.

EDUC 400A Part-Time Student Teaching (5)

Class Number: 4952 Instructor: Andi Dulski-Bucholz

Teacher candidates who are obtaining a kindergarten endorsement and double majors will need to register for 400A. This is a part-time supervised student teaching experience in the teacher candidate's area(s) of study for 5 weeks in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support tchr candidates in this experience in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide new and diverse teaching experiences to allow for greater professional growth. SPED double majors register for SPED 400B. Prerequisite: Admission to Teacher Education

EDUC 422 Educational Assessment (2)

Class Number: 5002 Instructor: Terry Baesler

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

Prerequisite

Admission to Teacher Education, Junior standing, and "C" or better in EDUC 290. Cross Listed Courses PSYC 422

EDUC 480 General Methods for Secondary Educators (4)

Class Number: 5121 Instructor: Sarah Anderson

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. Prerequisite Admission to Teacher Education Corequisite EDUC 480L .

EDUC 480L General Methods Field Experience (1)

Class Number: 5119 Instructor: Sarah Anderson

This course is designed for teacher candidates who are secondary education majors and compliments their general methods course. The experience includes a 30-hour field placement in a secondary school classroom (grades 7-12). Candidates will observe their cooperating teachers, examine the professional practice of teaching, reflectively journal, teach at least one lesson, demonstrate professional disposition and model ethical practice. The teacher candidate will be observed once during the experience; this observation will include pre and post conference and feedback on instruction. Co-requisite EDUC 480

SPED 330 Behavior Modification and Management (3)

Class Number: 4876 Instructor: Robert Bennett

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 & Emotional Development & Guidance in ECE (3)

Class Number: 4959 Instructor: Kelli Odden

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 pre-school to grade 3 children and are encouraged to take this course when they will also be

taking a field experience. This course is for educators who will teach in Birth to Third Grade classrooms. Prerequisite EC 210, EC 211

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

Class Number: 4961 Instructor: Carol Enger

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.

SPED 343 Classroom Modifications (3)

Class Number: 4962 Instructor: Tori Johnson

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. Pre-requisite: None. Cross-listed with EC 343

SPED 351 Remedial Reading Practicum (1-2)

Class Number: 4966 Instructor: Andi Dulski-Bucholz

This course requires teacher candidates to apply research-based assessment, diagnostic, differentiated and corrective reading strategies studied in EDUC 350 in a field-based experience. Initial weekly faculty guidance prepares teacher candidates for field experience where they will complete and analyze assessments, and plan and implement research-based interventions in reading instruction for a student assigned by the in-school mentor teacher. Pre and post lesson observation conferences will be conducted by faculty and/or mentor teachers with teacher candidates throughout the field experience. Lesson planning, instruction, reflective journaling and a case study analysis paper contribute to the skill development of teacher candidates in the specific area of instructional and corrective reading intervention. This course must be taken for 2 SH for the North Dakota Reading Credential. Special Education majors may choose the 1 SH option. Pre-requisite: EDUC 350 and Admission to Teacher Education. Cross-listed with EDUC 351

SPED 384 Emotional Disturbance (3)

Class Number: 4969 Instructor: Johnna Westby

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-requisite: SPED 389; Co-requisite: SPED 385.

Education (online continued)

SPED 385 Emotional Disturbance Practicum (1-2)

Class Number: 4970 Instructor: Johnna Westby

This clinical course is designed for students who are earning a degree in special education and completion 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. Pre-requisite: EDUC 389; Co-requisite: SPED 384.

SPED 386 Learning Disabilities (3)

Class Number: 4971 Instructor: Johnna Westby

This course will include identification, characteristics and delivery of services for children, youth and other individuals with learning and related disabilities. A heavy emphasis will be placed on creating and modifying learning environments, and adapting instructional strategies to meet the needs of students in inclusive early childhood, elementary and secondary settings. Students will focus on best practices and methods related as well as technology for teaching to varied learning needs. Pre-requisite: EDUC 389; Co-requisite: EDUC 387.

SPED 387 Learning Disabilities Practicum (1-2)

Class Number: 4972 Instructor: Johnna Westby

This clinical course is designed for students who are earning a degree in special education and completion coursework on a variety of learning disabilities. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with learning disabilities. Students will apply course instruction with an individual with a learning disability. The student will perform other tasks as delegated in their accompanying methods course concerning learning disabilities. Pre-requisite: SPED 389; Co-requisite: SPED 386.

SPED 389 Foundations of Special Education (3)

Class Number: 4974 Instructor: Brandon Pitzer

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 397 Assessment of Students with Disabilities (3)

Class Number: 4975 Instructor: Johnna Westby

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

Students enrolling collaboratively from UND, NDSCS, or other NDUS institutions should contact the collaborative coordinator on their home campus to enroll.

Masters of Arts in Teaching (online)

EDUC 500 Teaching Mentorship Clinical Experience (6)

Class Number: 19375 Instructor: Andi Dulski-Bucholz

This teaching experience requires a full-time placement in an appropriate school classroom and participation in professional activities associated with the clinical placement site and the university. This experience is designed to assist students to further develop the knowledge, skills, and dispositions necessary for teaching 7-12 students.

EDUC 522 Educational Assessment (3)

Class Number: 19376 Instructor: Terry Baesler

This course will study formal and informal assessment tools for desired learning results and multiple sources of evidence of student learning. Emphasis with the identification of learning goals and purpose for assessment so students may: diagnosis diverse student needs, learn to use formative assessment and feedback, critique existing assessment tools, design, adapt and select a range of multiple evaluation, use technology to support assessment practices, communicate standards-based results, and use assessment results to improve the teaching and learning process through data-based decision-making.

EDUC 550 Foundations of Education and Leadership (3)

Class Number: 19378 Instructor: Brittany Hagen

This course examines the historical, philosophical, social and psychological foundations of education and

discusses philosophical viewpoints that influence new teachers' priorities and strategy choices in their practice. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems and cultural diversity in education, current trends in curriculum and instruction, professionalism in practice and teacher leadership.

EDUC 572 Instructional Resources and Technology (2)

Class Number: 19379 Instructor: Brittany Hagen

This course will focus on the background knowledge and instructional methods using technologies to support student learning and achievement. The use of technology as a tool to teach and support 7-12 learners' engagement and motivation is explored while building 21st Century skills.

EDUC 580 Instructional Strategies for the Classroom (4)

Class Number: 19382 Instructor: Sarah Anderson

This course prepares students to provide high-quality instruction in today's diverse classrooms using a backwards design approach to most effectively plan for differentiated instruction. Students will develop a philosophy of education, design lessons using research-based strategies to differentiate learning, conduct formative assessment, and respond to needs to promote positive student outcomes and meet standards. Students will learn how to implement instructional strategies that support STEM learning and the development of 21st century skills. A backwards design approach will focus on technology integration, trans-disciplinary instruction, and real-world problem solving. Prerequisite: EDUC 550, EDUC 572, EDUC 592.

EDUC 592 Theories of Learning and Management (2)

Class Number: 19634 Instructor: Andi Dulski-Bucholz

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. Participants will study the learning process, student learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Understandings of individual strengths and needs of learners will guide growth in instructional decision making while motivating and engaging students to build competencies in self-directed learning behaviors. Students will research optimal learning environments to meet students' needs.



HPER (Health, Physical Education, and Recreation), Math, & Science (online)

HPER 100 Concepts of Fitness and Wellness (2)

Class Number: 4570 Instructor: David Moe

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 217 Personal and Community Health (2)

Class Number: 4587 Instructor: Michelle Warren

Study of personal health over the life span to include emotional and mental health, the effects of substance abuse on emotional, physical, and social health, the physical and emotional aspects of human sexuality, and study of community and environmental health. Pre-req. None.

HPER 222 Nutrition (3)

Class Number: 4590 Instructor: William Tomblin

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 315 Movement Education in Early Childhood (2)

Class Number: 4595 Instructor: Ashley Nelson

This course is designed for the early childhood educator (birth-8 years) and HPER majors and minors. Students will explore the importance of developmentally appropriate movement education for young children. Developing and implementing a movement education curriculum is at the core of this course. Areas to be covered include child development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting. 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 & Physical Education in the Elementary School (2)

Class Number: 4597 Instructor: Ashley Nelson

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

HPER 321 Foundations and Methods of Coaching (2)

Class Number: 4599 Instructor: David Pena

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 333 Physical Education for the Exceptional Child (2)

Class Number: 4601 Instructor: Ashley Nelson

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 350 Motor Learning (2)

Class Number: 4604 Instructor: Stephanie Graziani

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 380 Sport Sociology (2)

Class Number: 4612 Instructor: Ashley Vandeveen

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 440 Organization and Administration of Physical Education and Athletes (2)

Class Number: 4617 Instructor: David Pena

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 443 Adapted Physical Education Practicum K-6 (1)

Class Number: 4621 Instructor: David Pena

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 7-12 (1)

Class Number: 4623 Instructor: David Pena

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.

MATH 103 College Algebra (3)

Class Number: 4670 Instructor: Melanie Herman

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 166 Calculus II (4)

Class Number: 4675 Instructor: Fred Strand

Applications and techniques of integration; polar equations; parametric equations; sequences and series, power series. Pre-req: Math 165.

MATH 307 Math Strategies in the Elementary and Middle School Classroom (3)

Class Number: 19286 Instructor: Mary Townsend

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 lesson 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 classrooms will be addressed. Prerequisite MATH 277 or equivalent or instructor consent.

MATH 323 Probability & Statistics (3)

Class Number: 4679 Instructor: Mary Townsend

A course beginning with the study of probability and continuing with the mathematical theory of statistics from the set theoretic point of view. Pre-requisite: Math 103 or equivalent. Fall on campus even years; Spring on campus.

BIOL 151 General Biology II (3)

Class Number: 4631 Instructor: Sarah Sletten

Survey of the three domains of living things including archaea, bacteria, protists, fungi, and animals. To include classification, evolution, relationship between structure and function, and ecology. Three hours of lecture per week. Pre-requisite: BIOL 150, 150L. Co-requisite: BIOL 151L.

BIOL 151L General Biology II (1)

Class Number: 4639 Instructor: Sarah Sletten

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-requisite: BIOL 150, 150L. Co-requisite: BIOL 151.

BIOL 220 Anatomy & Physiology I (3)

Class Number: 4640 Instructor: Joseph Mehus

Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the first course of a two course sequence. Topics covered in this course will include organization from atomic structure to organ level structure, the integumentary system, skeletal, muscular, respiratory and cardiac systems. 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 & Physiology I Lab (1)

Class Number: 4641 Instructor: Joseph Mehus

Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL220. 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 & Physiology II (3)

Class Number: 4642 Instructor: Joseph Mehus

Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the second course of a two course sequence. Topics which will be covered

HPER (Health, Physical Education, and Recreation), Math, & Science (online continued)

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 & Physiology II Lab (1)

Class Number: 4644 Instructor: Joseph Mehus

Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL221. 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.

GEOL 115 Introductory Geology (3)

Class Number: 4660 Instructor: Khwaja Hossain

An introductory course which includes principles of physical and historical geology in three hours of lecture and a lab with field trips. Topics include rock and mineral classification, plate tectonics, processes that shape the Earth's surface, the origin of the Earth, history of the land masses, and evolution of plant and animal life. Co-requisite: GEOL 115L.



GEOL 115L Introductory Geology Lab (1)

Class Number: 4661 Instructor: Khwaja Hossain

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.

SCNC 321 Science for Elementary Teachers II (3)

Class Number: 19289 Instructor: Jeff Sieg

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 101/101L. 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 Co-Reqs: EDUC 301, 318, 323, 324; and MATH 307. Early Childhood Education Co Reqs: EC 311 and EC 316.

Physics (online)

PHYS 211 College Physics I (3)

Class Number: 4696 Instructor: Tom Gonnella

Three hours of lecture. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. Students should have already completed MATH 103 and MATH 105 before enrolling in this course. Students should co-enroll in PHYS 211L. **Class Dates: 01-09-2017—03-05-2017**

PHYS 211L College Physics I Lab

Class Number: 4741 Instructor: Tom Gonnella

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. **Class Dates: 01-09-2017—03-05-2017**

PHYS 211 College Physics I (3)

Class Number: 4696 Instructor: Tom Gonnella

Three hours of lecture. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to

motion, energy, properties of matter, and thermodynamics. Students should have already completed MATH 103 and MATH 105 before enrolling in this course. Students should co-enroll in PHYS 211L.

PHYS 211L College Physics I Lab

Class Number: 4746 Instructor: Tom Gonnella

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. **Class Dates: 03-06-2017—05-07-2017**

PHYS 212 College Physics II (3)

Class Number: 4698 Instructor: Tom Gonnella

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

PHYS 251 University Physics I (4)

Class Number: 4700 Instructor: Tom Gonnella

Four hours of lecture. A calculus based physics course designed to provide Science and Engineering majors with a deeper understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. This course is intended as an alternative to PHYS 211, not sequential to it. Upon transferring to another NDUS institution, the four course credits obtained in taking this course at MSU may be reduced to three credits.

Students enrolling collaboratively from UND, NDSCS, or other NDUS institutions should contact the collaborative coordinator on their home campus to enroll.

PHYS 251L University Physics I Lab

Class Number: 4747 Instructor: Tom Gonnella

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. **Class Dates: 03-06-2017—05-07-2017**

PHYS 251L University Physics I Lab

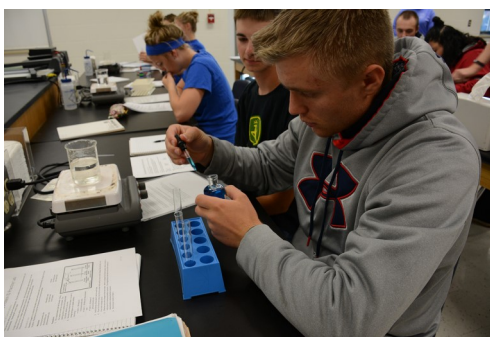
Class Number: 4742 Instructor: Tom Gonnella

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. **Class Dates: 01-09-2017—03-05-2017**

PHYS 252 University Physics II (4)

Class Number: 4702 Instructor: Tom Gonnella

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



Nursing (online)

NURS 310 Nursing Informatics and Health Care Technologies (2)

Class Numbers: 17344, 17345 **Instructor:** Tami Lynn Such

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-requisite: NURS 350.

Class Dates: 04/1/2017—05/05/2017

NURS 350 Baccalaureate Role Development: Providers of Care, MGR of Care, Member of a Profession (3)

Class Number: 17348, 17349 **Instructor:** Collette Christoffers

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-requisite: NURS 310.

Class Dates: 01/09/2017—02/15/2017

NURS 360 Holistic Health Assessment Across the Lifespan (4)

Class Number: 17350, 17351 **Instructor:** Kari Matthys

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

Class Dates: 01/09/2017—02/15/2017

NURS 360 Holistic Health Assessment Across the Lifespan (4)

Class Number: 17352 **Instructor:** Kari Matthys

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

Class Dates: 02/16/2017—03/31/2017

NURS 370 Evidence-based Practice (3)

Class Number: 17353, 17354 **Instructor:** Collette Christoffers

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-requisites: NURS 310, NURS 350, and an approved statistics course.

Class Dates: 02/16/2017—03/31/2017

NURS 370 Evidence-based Practice (3)

Class Number: 17356 **Instructor:** Collette Christoffers

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-requisites: NURS 310, NURS 350, and an approved statistics course.

Class Dates: 04/1/2017—05/05/2017

NURS 441 Population-Focused and Community-Based Nursing Care I (4)

Class Number: 17357 **Instructor:** Monica Ptacek & Collette Christoffers

Class Number: 17358 **Instructor:** Collette Christoffers

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

Class Dates: 04/1/2017—05/05/2017



IVN Remote (Interactive Video Network)

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

Class Number: 4936 **Instructor:** Julie Schuler
IVN— Tues 5:00p.m-7:50p.m.

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

EDUC 319 Language Arts in the Elementary School (3)

Class Number: 4939 **Instructor:** Julie Schuler
IVN— Tues & Thurs 5:00p.m—7:00p.m.

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. Diversity Field Experiences

include: a required two-day experience at Tate Topa Elementary School on the Spirit Lake Reservation in Fort Totten, ND (fall/spring semesters); Pelican Rapids, MN (fall semester only). Pre-requisites: EDUC 318 and Admission to Teacher Education. Co-requisites: EDUC 302, EDUC 325, HPER 319.

EDUC 381 Human Relations and Cultural Diversity (3)

Class Number: 5114 **Instructor:** Dina Zavala-Petherbridge
IVN— MWF 12:00p.m-12:50p.m.

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.

MUSC 323 Music for Elementary Teachers (2)

Class Number: 11844 **Instructor:** Greta Paschke
IVN— 4:30– 8:00p.m.

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.

SCNC 321 Science for Elementary Teachers II (3)

Class Number: 19289 **Instructor:** Jeffrey Sieg
IVN— Monday 5:00p.m-7:30p.m.

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 101/101L. 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 Co-Reqs: EDUC 301, 318, 323, 324; and MATH 307. Early Childhood Education Co-Reqs: EC 311 and EC 316.

Definition of Online Synchronous:

Students do their work in the online environment, but are required to join scheduled Class times via Polycom Real Presence with a web camera and microphone.



CHECK OUT:

www.mayvillestate.edu/msu-online

Find online student resources, updates on class offerings, and more!

Academic Calendar

2016-2017

Fall Semester– 2016

August 22 Orientation/Registration
Classes begin at 4:00 p.m. *
August 23 First full day of classes
August 31 Last day to register or add a class
August 31 Last day to drop a class without a record
September 5 Labor Day - no classes
September 7 Final bill payment
September 8 Application for graduation due for spring and summer
\$25 late fee beginning Sept. 9)
September 19 Enrollment census date
November 10 Last day to withdraw from term or drop with record
November 11 Veterans Day - no classes
November 24-25 Thanksgiving - no classes
November 28 Classes resume
December 12-16 Last week of classes/Finals Week
December 20 Grades due at 12:00 noon

Spring Semester– 2017

January 9 Orientation/Registration
January 9 Classes begin at 4:00 p.m. *
January 10 First full day of classes
January 16 Martin Luther King, Jr. Day - no classes
January 19 Last day to register or add a class
January 19 Last day to drop a class without a record
January 25 Final bill payment deadline
February 6 Enrollment census date
February 9 Application for graduation due for summer and fall (\$25
late fee beginning Feb. 10)
February 20 Presidents Day - no classes
March 13-17 Spring Break
March 20 Classes resume
April 7 Last day to withdraw from term or drop with record
April 14-17 Easter Break– no classes
April 18 Classes resume
May 8-12 Final Exam Week
May 13 Commencement
May 16 Grades due at noon
May 29 Holiday– Memorial Day

Summer Semester– 2017

May 15 Fast Track Sessions begin
May 22 Ten-Week Session begins
May 22 First-Five Week Session begins
May 30 Eight-Week Session begins
June 26 Second-Five-Week Session begins

*For drop dates that fall on a Saturday, an email to
Records@mayvillestate.edu on or before that date will be accepted.

Office hours are Monday through Friday from 8:00 am. to 4:30 p.m.

Click here to access [Campus Connection](#) for internet access to class registration, class schedules, grades, fee statements, and financial aid award statement.

Student Information

Tuition and Fees

Tuition for all online and distance courses is charged per credit. Subject to change without notice.

* Books and instructional materials are NOT included in the prices above.

Online Courses and Courses at distance sites

\$285 per credit *

*Books, instructional materials, and laptop fee are NOT included in the price above. Books and instructional materials are available at www.mayvillestatebookstore.com.

Financial Aid

Students enrolled in six (6) or more credits may be eligible for Student Financial Aid. In order to receive consideration, each student must have on file a completed **2016-2017 Free Application for Federal Student Aid (FAFSA)**.

These forms are available at www.fafsa.ed.gov and www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documents/forms/.
Early application is recommended.

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



Academic Information

High School Sophomores, Juniors and Seniors

High school students classified as sophomores and juniors may enroll as special students or earn dual credit. To qualify, the student must have a 3.0 GPA and be recommended by his/her high school principal or superintendent.

Information regarding dual credit may be obtained from your high school principal.

Kindergarten Endorsement

Kindergarten endorsement is available to licensed North Dakota elementary teachers, by completing the following courses:

- EC 210 - Introduction to ECE (3)
- EC 211 - Observation, Assessment and Interpretation Techniques (3)
- EC 313 - Language/Literacy in ECE (3)
- EC 337 - Special Needs in ECE (3)
- EDUC 436 - Kindergarten Methods (2)

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.

Note: ESPB administrative rules are available on the ESPB Web Site: <http://www.nd.gov/espb/about/rules.html>.

Reading Credential

Students may work for the North Dakota Reading Credential that is required for all remedial reading teachers. The following applicable courses are offered online:

- EDUC 350 - Remedial Reading (3)
- EDUC 351 - Remedial Reading Practicum (2)
- ENGL 426 - Reading in the Content Area (3)

How to apply and register

Visit www.mayvillestate.edu and click on "Apply Now" to complete the online application for admission. A one-time \$35 application fee is required for new students.

Courses require a minimum number of pre-registered students. Any course may be cancelled due to low enrollment. Students will be informed of any cancellation affecting their enrollment before the beginning of the class.

Extended Learning Course Registration

To register for any of the Extended Learning Courses offered (exception listed below), go to Campus Connection. If you have any questions regarding an Extended Learning course, or how to register for the course, please call 1-800-437-4104, ext. 34667.

To register for BIOL 220/220L or BIOL 221/221L (**Anatomy & Physiology**) go to www.mayvillestate.edu and "Msonline", then click on "Schedule and Registration Information".

Course materials and required supplies for Extended Learning Courses can be ordered at www.mayvillestatebookstore.com. If you have any questions, please call 1-800-437-4104, ext. 34823 to reach the MSU Bookstore.

For more information call 1-800-437-4104

Office of Extended Learning

Office of Extended Learning, ext. 34667
ExtendedLearning@mayvillestate.edu

Financial Aid

Financial Aid, ext. 34893
Fin_Aid@mayvillestate.edu

Registration

Office of Academic Records, ext. 34774
records@mayvillestate.edu

