

# SUMMER 2020

Registration opens April 7



Application fees waived through May 31, 2020  
when you use code: mayville2020

## APPLY NOW!

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

# Academic Calendar

## Summer 2020

April 7	Registration begins for summer courses
May 18	Dynamic Session begins
May 26	8-week session courses begin
May 26	10-week session courses begin
May 26	First 5-week session courses begin
May 28	Last day for no-record drop @ 100% for first 5-week session
May 28	Last day to register/add for first 5-week session
May 30	Last day to register/add courses for 8-week session
May 30	Last day for no-record drop @ 100% for 8-week session
May 31	Last day to register/add courses for 10-week session
May 31	Last day for no-record drop @ 100% for 10-week session
May 25	Holiday observed – no classes
June 10	Summer Financial Aid disbursed
June 10	Payment of fees for summer
June 19	Last day to drop a class/withdraw for first 5-week session
July 1	Second 5-week session courses begin
July 2	Last day to drop a class/withdraw for 8-week session
July 3	Last day to register/add courses for second 5-week session
July 3	Last day for no-record drop @ 100% for second 5-week session
July 4	Holiday observed—no classes scheduled
July 13	Last day to drop a class/withdraw for 10-week session
July 24	Last day to drop a class/withdraw for second 5-week session

\*For drop dates that fall on a Saturday or Sunday, an email to [records@mayvillestate.edu](mailto:records@mayvillestate.edu) with that date will be accepted.

Summer office hours are Monday through Friday from 7:30 am. to 4:00 p.m.

## How to apply and register

Visit [www.mayvillestate.edu](http://www.mayvillestate.edu) and click on “**APPLY**” to locate the online application for admission. A one-time \$35 application fee is required for new students who do not use the waiver code.

Registration for courses runs April 7, 2020 until the beginning of each session. 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.

## Bookstore

Course materials and required supplies for Extended Learning Courses can be ordered at [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com). If you have any questions, please call 1-800-437-4104, ext. 34823 to reach the MSU Bookstore. Summer ordering opens May 6.

**For more information call 1-800-437-4104**

## Tuition and Fees (subject to change)

### On Campus Undergraduate Classes

Tuition for all summer courses are charged per credit. Subject to change without notice.

Residency	Per Credit
North Dakota	\$293.73
Minnesota	\$322.70
MT, SD, MB, SK, MHEC	\$354.09
All other States	\$414.43
International	\$474.78
Student Service Fee	\$26.30
Technology	\$20.50
Connect ND	\$5.50
NDSA	\$0.04

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

### Online Course Tuition and Fees (subject to change)

Cost per credit for tuition and fees is regardless of residency:

Undergraduate—\$305.00 per credit \*  
Graduate—\$335.60 per credit \*

\*Books, instructional materials, and proctor costs are not included in the price above.

**Courses and tuition & fees are subject to change without notice.**

## 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 2019-2020 Free Application for Federal Student Aid (FAFSA) as well as a MSU Summer Supplemental Financial Aid Application. Early application is recommended by April 30, 2020. Notices and directions for summer financial aid will be sent by email to all students beginning in April.

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.

**Any questions? Just call the Financial Aid Office at 701-788-4893.**



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



# Housing/Residence Hall

Summer Housing for Mayville State students:

- Floors may have mixed gender
- Air-conditioned
- Double Sized rooms with Single Person Occupancy
- Community Bathroom with separate toilet and shower areas
- Kitchenette and Lounge on each floor (cafeteria hours vary in summer)
- Utilities included. Cable available for those bringing a TV; rooms have Wi-Fi & wired connections.
- Basic furniture is provided.
- Two nights: \$30.25 per stay/without linens; \$38.25 per stay/with linens OR \$99.25 per week/without linens; \$107.25 per week/with linens. Students staying longer than two nights but less than a week will be charged an additional \$14.00 per night.



**Admitted students may complete a Housing Application by going to our Mayville State University homepage at [www.mayvillestate.edu](http://www.mayvillestate.edu) and then following the path below:**

[www.mayvillestate.edu](http://www.mayvillestate.edu) >> Campus Living >> Residence Life >> Housing Application and Housing Portal >> Enter Housing Portal site (very bottom of the page) >> enter your student login information >> Applications for Housing >> Summer Housing Application.

## Information on 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/Interpretation Tech. (3)
- EC 313-Language/Literacy in ECE (3)
- EDUC 436-Kindergarten Methods (2)
- SPED 237-Special Needs in ECE (3)

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 Website: <http://www.nd.gov/espb/licensure/majorequivreq.html>.

## APPLY NOW!

**Mayville State University 1-800-437-4104**

**Office of Admissions:** ext. 34635, [MASU.Admissions@mayvillestate.edu](mailto:MASU.Admissions@mayvillestate.edu)

**Academic Advising Center:** ext. 35251, <https://mayvillestate.edu/student-resources/academic-advising/meet-advisors/>

**Bookstore:** ext. 34823, [MASU.Bookstore@mayvillestate.edu](mailto:MASU.Bookstore@mayvillestate.edu)

**Business Office:** ext. 34757, [michayla.maruska@mayvillestate.edu](mailto:michayla.maruska@mayvillestate.edu)

**Financial Aid Office:** ext. 34893, [Fin\\_Aid@mayvillestate.edu](mailto:Fin_Aid@mayvillestate.edu)

**Housing:** contact Campus Programming, ext. 34697

**Registration and Transcripts:** contact the Office of Academic Records, ext. 34774, [records@mayvillestate.edu](mailto:records@mayvillestate.edu)

**NDUS Help Desk (Campus Connection account and login):** 1-866-457-6387, <https://helpdesk.ndus.edu/ndusaccount>

**For questions about online classes, non-degree or collaborative enrollment, and proctor requests:**

### Office of Extended Learning

ext. 34667, [ExtendedLearning@mayvillestate.edu](mailto:ExtendedLearning@mayvillestate.edu)

# Eight-Week Session May 26 - July 21

## AH 341 Epidemiology in Exercise and Health (3)

Class #8202 — Instructor: Jeremiah Moen

This course provides students with an overview of morbidity and mortality surveillance by understanding disease etiology, distribution, and control. This course focuses on disease surveillance related to physical activity, exercise, rehabilitation, and health through both descriptive and analytical methods.

## BIOL 220 Anatomy & Physiology I (3)

Non-degree enrollment deadline: May 18, 2020.

Class #4729

Instructors: Joseph Mehus & Anthony Schroeder

Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the first course of a two-course sequence. Topics covered in this course will include organization from atomic structure to organ level structure, the integumentary system, skeletal, muscular, respiratory and cardiac systems. BIOL 111 or BIOL 150 or equivalent and CHEM 121 are highly recommended. Corequisite: BIOL 220L.

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

Non-degree enrollment deadline: May 18, 2020.

Class #4730

Instructors: Joseph Mehus & Anthony Schroeder

Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 220. Topics include activities related to cellular structure, micro- and macroscopic observations and interpretations of cellular, tissue, integument, skeletal, muscular, cardiac system structures and tissues, and dissection of animal specimens. Activities related to the study of physiology are also included. Corequisite: BIOL 220.

## BIOL 221 Anatomy & Physiology II (3)

Non-degree enrollment deadline: May 18, 2020.

Class # 4731

Instructors: Joseph Mehus & Anthony Schroeder

Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the second course of a two-course sequence. Topics which will be covered include the nervous, endocrine, digestive/metabolism, urinary, and reproductive systems. Elements of development and growth, and of human genetics will also be considered. BIOL 111 or BIOL 150 or equivalent, BIOL 220, BIOL 220L, and CHEM 121 are highly recommended.

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

Non-degree enrollment deadline: May 18, 2020.

Class #4732

Instructors: Joseph Mehus & Anthony Schroeder

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-requisite: BIOL 221.

## BUSN 348 Personal & Consumer Finance (3)

Class #4773—Instructor: Dustin J. Olson

This course will cover personal financial decisions including: basic financial planning/personal budgeting, tax issues, managing savings and other liquid accounts, buying a house, the use of credit, insurance, managing investments and saving for retirement.

## ANATOMY & PHYSIOLOGY LABS

Class #s: 4730 and 4732

**For these online labs you need to purchase lab kits from the MSU bookstore. The BIOL 220L kit is \$55 and includes the dissecting tool kit (the dissecting tool kit may also be used for the BIOL 221L labs). The BIOL 221L kit is \$65 and does not include the dissecting tool kit. The dissecting tool kit is available for separate purchase for \$10 if needed. There are no returns on BIOL lab kits. You will not be able to find the kits elsewhere, and the BIOL 220L and BIOL 221L kits are different so one kit will not allow you to do all the labs in both courses.**

## BUSN 443 Ethical Decision Making (3)

Class #4825—Instructor: Theodore Stoa

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.

## COMM 110 Fundamentals of Public Speaking (3)

Class #4756 — Instructor: Pam 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 communication not only in the classroom, but also as a member of the community.

## EC 210 Introduction to ECE (3)

Class # 4768—Instructor: Kelli Odden

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. Corequisite: EC 211.

## EC 211 Observations, Assessment, & Interpretation Techniques (3)

Class #4769 — Instructor: Kelli Odden

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. Corequisite: EC 210.

## EC 313 Language & Literacy in ECE (3)

Class # 4737 — Instructor: Ann Willeson

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.

## EC 333 Pre-K Methods/Materials (3)

Class # 4738 — Instructor: Ann Willeson

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 children-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. Prerequisites: EC 210, EC 211; CO-requisite: EC 376.

## EC 376 Field Experience in ECE (1)

Class # 4739 — Instructor: Ann Willeson

The 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. Prerequisites: EC 210, EC 211; Corequisite: EC 333.

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

Class # 4767 — Instructor: Pam Johnson

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

## IMPORTANT REGULAR 8-WEEK CLASS INFORMATION:

Last day to add a class	5-30-20
Last day to drop <u>without</u> a "W"	5-30-20
Last day for 100% refund	5-30-20
Last day to drop <u>with</u> a "W"	7-2-20

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# Eight-Week Session May 26 - July 21

## **EDUC 325 Creative Arts in Elementary Classroom (3)**

**Distance Education Majors Only**

**Class #4735 — Instructor: Ann Willeson**

This course is a study of creative arts in the elementary classroom. The course will provide instruction and demonstration in developing and using methods and materials to teach art, music, movement and theater in the K-6 classroom. Prerequisite: EDUC 250.

## **EDUC 350 Remedial Reading (3)**

**Class #4775 — Instructor: Andi Dulski-Bucholz**

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 in reading instruction and assessment to support learning styles. 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. Prerequisite: EDUC 318 and Admission to Teacher Education.

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

**Class # 4736 — Instructor: Clayton Dodson**

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. Prerequisite: EDUC 250.

## **EDUC 381 Human Relations and Cultural Diversity (3)**

**Class # 4740 — Instructor: Kelli Odden**

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 and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. Students will participate in one cultural event. Prerequisite: EDUC 250.

## **EDUC 390 Special Needs in an Inclusive Environment (3)**

**Class # 4741 — Instructor: Kelli Odden**

This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical handicaps, other health impairments, sensory impairments, communication

disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Prerequisites: Full Admission to Teacher Education, and Junior standing.

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

**Class #4742 — Instructor: Pam Johnson**

Cross-listed with PSYC 422. The focus of this course is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. Prerequisite: Admission to Teacher Education, Junior standing, and "C" or better in EDUC 290.

## **EDUC 426 Reading In The Content Area (2)**

**Class #4771 — Instructor: Cindy Gregg**

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. Prerequisite: Admission to Teacher Education and Junior standing.

## **EDUC 436 Kindergarten Methods (2)**

**Class #7604 — Instructor: Cindy Gregg**

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 kindergartners. Students learn strategies to develop supportive home-school relationships and classroom volunteer networks. Prerequisite: EC 210, EC 211, EDUC 250.

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

**Class # 4757 — Instructor: Pam Johnson**

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 526 Foundations of Practices in Reading Instruction (3)**

**Class # 4758 — Instructor: Cindy Gregg**

This course is grounded in the theoretical bases of balanced literacy instruction and constructivist learning. Students will build competencies in reading instruction and planning literacy-based lessons to support standards-based practice.

## **EDUC 555 Child and Adolescent Development (3)**

**Class # 8913 — Instructor: Lynn DiLivio**

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.

## **EDUC 581 Human Relations & Diversity (3)**

**Class #4822 — Instructor: Kelli Odden**

This course will study the theoretical and practical issues of diversity in classroom settings related to disabilities, culture, race, gender, ethnicity, language, and socioeconomic levels. The student will examine stereotypes, prejudice, discrimination, and differing value systems in an attempt to better understand the behaviors and characteristics in a diverse classroom to provide a supportive educational environment.

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

**Class #4759 — Instructor: Pam Johnson**

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.

## **EDUC 593 Inclusive Classroom (2)**

**Class #4760 — Instructor: Kelli Odden**

This course assists teachers when 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). Students will research concepts of inclusion, teaming approaches, assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Students will research the roles and responsibilities of a general education teacher on a special education team. A focus on collaborative processes, organizational support services for students and families, and the individualization of learning plans that support students with disabilities guides research and learning for the course.

### **IMPORTANT REGULAR 8-WEEK CLASS INFORMATION:**

**Last day to add a class 5-30-20**

**Last day to drop without a "W" 5-30-20**

**Last day for 100% refund 5-30-20**

**Last day to drop with a "W" 7-2-20**

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



# Eight-Week Session May 26 - July 21

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

Arranged

Class #4772 — Instructor: Andrea Dulski-Bucholz

The Comprehensive Capstone project is designed for students completing the MAT degree to demonstrate competencies in the knowledge, skills, and dispositions required for effective classroom teaching. Students will indicate a discipline to focus their research emphasis. A self-directed study in ethics in education is included in this course.

## **ENGL 317 Children's Literature (3)**

Class #8170 — Instructor: Aubrey Madler

Cross-listed with EDUC 317, LMIS 317. A survey of children's literature, past and present and covering all genres including a balance of non-fiction to support North Dakota State Standards in the classroom. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children. Students also review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) while completing online research to create cultural units that infuse diversity and literature across the curriculum. Prerequisite: Sophomore standing.

## **ENGL 426 Reading in the Content Area (2)**

Class #8167 — Instructor: Cindy Gregg

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. Prerequisite: Admission to Teacher Education and Junior standing.

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

Class #4750 — Instructor: Thomas Craig

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.

## **GEOG 300 World Regional Geography and Anthropology (3)**

Class #4751 — Instructor: Thomas Craig

This course provides an introduction to key core geographic regions of the world from geographic and anthropological perspectives. Students will increase their geographic literacy and further learn to think and write critically about cultural and physical processes affecting how we live. The course is fully structured around the Geography of Life and North Dakota State Standards for the Social Studies sets for teaching standards. All elements of this course reflect these teaching standards including maps, images of place

and their impact on human behavior, physical landscapes and regional differences in the human use of the earth. Prerequisites: Completion of ENGL 110, ENGL 120 or ENGL 125.

## **HIST 103 U.S. To 1877 (3)**

Class #4754 — Instructor: Elliot Rotvold

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

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

Class #8714 — Instructor: Travis Cormier

A historical survey of United States History from its earliest European backgrounds to 1877.

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

Class #4715 — Instructor: Michelle Warren

Study of personal health over the life span to include: emotional and mental health, the effects of substance abuse on emotional, physical, and social health; the physical emotional aspects of human sexuality; and the study of community and environmental health.

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

Class #4823 — Instructor: Jeremiah Moen

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

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

Class #4717 — Instructor: Lindsey Johnson

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 304 Sport Promotion and Sales (3)**

Class #4801 — Instructor: Joel White

This course examines the complex nature of sports promotion as part of the sport marketing plan. Specific focus will be placed on the historical context of promotion and its role in the management of sport sponsorships. The course will also provide an overview of the foundations of the sales process as it applies to the sports organizations.

## **HPER 310 Foundations & History of Health, Physical Education, and Sports (2)**

Class #4804 — Instructor: Ashley Nelson

An introduction to health, physical education, fitness and 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.

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

Class #4714 — Instructor: Ashley Nelson

This course is designed for the early childhood educator (birth-8 years) and HPER majors and minors. Students will explore

the importance of developmentally appropriate movement education for young children. Developing and implementing a movement education curriculum is at the core of this course. Areas to be covered include: child development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting. Prerequisite: EC 210, EC 211 for education majors. No prerequisites for HPER majors/minors.

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

Class #4766 — Instructor: Ashley Nelson

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

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

Class #4721 — Instructor: William Tomblin

The course is designed to assist coaches in creating a healthy age-appropriate athletic experience. The course will identify the role of a coach, professional development of coaches, coaches as managers, teaching and modeling behavior, physical conditioning and nutrition of athletes, and ethics. Students will learn how to develop and prepare instructional plans. They will learn the methods and principles of teaching. Good coaching is good teaching. The values that students need on the playing field and in life will be stressed.

## **HPER 333 Adapted Physical Education (2)**

Class #4713 — 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. Prerequisite: Junior standing.

## **HPER 340 Modern Issues and Materials In Health (3)**

Class #9022 — Instructor: Michelle Warren

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. Prerequisite: HPER 217.

### **IMPORTANT REGULAR 8-WEEK CLASS INFORMATION:**

<b>Last day to add a class</b>	<b>5-30-20</b>
<b>Last day to drop <u>without</u> a "W"</b>	<b>5-30-20</b>
<b>Last day for 100% refund</b>	<b>5-30-20</b>
<b>Last day to drop <u>with</u> a "W"</b>	<b>7-2-20</b>

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# Eight-Week Session May 26 - July 21

## HPER 350 Motor Learning (2)

Class #4712 — Instructor: Michelle Warren

A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning. Prerequisite: Sophomore standing.

## HPER 360 Sport and Exercise Psychology (2)

Class #4718 — Instructor: Lindsey Johnson

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 emotional factors.

## HPER 368 Principles of Conditioning (3)

Class #4722 — Instructor: Jeremiah Moen

Study the techniques of strength training and conditioning. Emphasis on program design and implementation for general, athletic, and special populations.

## HPER 380 Sport Sociology (2)

Class #4720 — Instructor: Ashley Tomblin

Surveys the principles that underlay 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 & Administration of Physical Education and Athletics (2)

Class #4719 — Instructor: Ashley Tomblin

Policies, procedures, and problems in administration of physical education/athletics at the elementary and secondary levels. Both curricular and extra-curricular aspects will be considered. Prerequisite: Junior standing.

## HPER 443 Adapted PhyEd Practicum, Grades Pre-K-6 (1)

Class #4826 — Instructor: Ashley Nelson

Field experience will consist of working with individuals in pre-K-6 with disabilities. Students will complete 40 hours of practicum experience.

## HPER 444 Adapted Phy Ed Practicum, Grades 7-12 (1)

Class #4827 — Instructor: Ashley Nelson

Field experience will consist of working with individuals in grades 7-12 with disabilities. Students will complete 40 hours of practicum experience.

## HPER 460 Sport in a Diverse Society (3)

Class #4802 — Instructor: Joel White

Policies, procedures, and problems in administration of physical education/athletics at the elementary and secondary levels. Both curricular and extra-curricular aspects will be considered. Prerequisite: Junior standing.

## HPER 476S-C Comp Review/Exam-Sports Management (1)

Arranged

Class #4770 — Instructor: Scott Parker

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 497S Internship (0.5 -10)

Arranged —Contact Megan Vig 701-788-5254

Class #4716 — Instructor: Lindsey Johnson

An off-campus work experience related to the student's major or minor course of study. Credit hours are determined by the Health and Physical Education faculty and are based on the relevancy of the work assignment. The Sports Management major requires 2 (100 hours of work experience per credit). The Fitness and Wellness Major requires 2 (200 hours) of supervised field work in a professional setting. If a student is a double major in Fitness & Wellness and Sports Management, a total of 3 of internship needs to be completed. Prerequisite: Junior or Senior standing, consent of instructor. S/U Grading.

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

Class #4753 — Instructor: Greta Paschke

History of Music in a Multi-Cultural World is designed to arouse greater interest in music of western and non-western cultures and to provide a basis for further appreciation of music. The survey of music from ancient times through music of the twenty first century includes the developments in the world of art, literature and history that took place during the same time frame.

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

Class #4791 — Instructor: Glendon Henry

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

## LMIS 250 Introduction to Libraries & Information Science (3)

Class #4734 — Instructor: Kelly Kornkven

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)

Class #7624 — Instructor: Aubrey Madler

Cross-listed with EDUC 317 and ENGL 317. A survey of children's literature, past and present and covering all genres including a balance of non-fiction to support North Dakota State Standards in the classroom. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children. Students also review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) while completing online research to create cultural units that infuse diversity and literature across the curriculum. Prerequisite: Sophomore standing.

## LMIS 360 Media Collection Development (3)

Class #7620 — Instructor: Kelly Kornkven

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 Organization of Information (3)

Class #7621 — Instructor: Aubrey Madler

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 430 Administration of the School Library Media Center (3)

Class #7622 — Instructor: Aubrey Madler

A study of the objectives and functions of a school library media center and the principles of management. Emphasis is given to teacher-librarian collaboration, information, literacy models, and state and national information literacy standards. Practice in establishing policies and procedures and in promoting information literacy. Students are encouraged to take LMIS 250, 360, and 365 prior to taking this course.

## PHYS 211 College Physics I (3)

Class #4723 — 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 be co-enrolled in PHYS 211L. **Special note on PHYS 211 exams:** This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

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

On-campus students need instructor approval to enroll.

Class #4724 — Instructor: Tom Gonnella

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

**Special note on PHYS labs:** For this online lab you need to purchase lab kit from the MSU bookstore (about \$600). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

## PHYS 212 College Physics II (3)

Class #4725 — 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 be co-enrolled in PHYS 212L.

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

### IMPORTANT REGULAR 8-WEEK CLASS INFORMATION

Last day to add a class	5-30-20
Last day to drop <u>without</u> a "W"	5-30-20
Last day for 100% refund	5-30-20
Last day to drop <u>with</u> a "W"	7-2-20

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

# Eight-Week Session May 26 - July 21

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

On-campus students need instructor approval to enroll.

Class #4733 — Instructor: Tom Gonnella

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

**Special note on physics labs:** For this online lab you need to purchase lab kit from the MSU bookstore (about \$600). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

## PHYS 251 University Physics I (4)

Class #4726 — 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. Prerequisite: MATH 165. Students should be co-enrolled in PHYS 251L. **Special note on PHYS 251 exams:** This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

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

On-campus students need instructor approval to enroll.

Class #4727 — Instructor: Tom Gonnella

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

**Special note on physics labs:** For this online lab you need to purchase lab kit from the MSU bookstore (about \$600). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

## PHYS 252 University Physics II (4)

Class #4728 — 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 be co-enrolled in PHYS 252L.

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

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

On-campus students need instructor approval to enroll.

Class #4755 — Instructor: Tom Gonnella

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

**Special note on physics labs:** For this online lab you need to purchase lab kit from the MSU bookstore (about \$600). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

### PHYSICS LABS

Class #s: 4724, 4733, 4727, 4755

**For these online labs you need to purchase lab kits from the MSU bookstore (about \$600). If a kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.**

## PSYC 111 Introduction to Psychology (3)

Class #4761 — Instructor: Lynn DiLivio

This is an introductory survey of some of the basic approaches and concepts used to explore the diversity of human experience, development, and behavior, including important research in the area and application of everyday life.

## PSYC 255 Child & Adolescent Psychology (3)

Class #4762 — Instructor: Lynn DiLivio

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 required for all education majors (early childhood, pre-school, elementary, middle and secondary education). Prerequisite: PSYC 111.

## PSYC 422 Educational Assessment (2)

Class #8165 — Instructor: Pam Johnson

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

## SOC 110 Introduction to Sociology (3)

Class #4747 — Instructor: Lonamalia Smith

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 #4748 — Instructor: Lonamalia Smith

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

## SOC 351 Sociology of Aging (3)

Class #4806 — Instructor: Lonamalia Smith

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. Prerequisite: SOC 110.

## SOC 355 Drugs and Society (3)

Class #4749 — 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. Prerequisite: SOC 110.

## SPAN 101 First Year Spanish I (4)

Class #4763 — Instructor: Carmen Rygg

Fundamentals of Spanish and development of the basic language skills of listening, speaking, reading, and writing, with an emphasis on oral proficiency. Culture and language structures are also important components of the course.

## SPAN 102 First Year Spanish II (4)

Class #4764 — Instructor: Carmen Rygg

Continuation of Spanish I. Prerequisite: SPAN 101.

## SPAN 201 Second Year Spanish I (4)

Class #4765 — Instructor: Carmen Rygg

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

## SPAN 202 Second Year Spanish II (4)

Class #4807 — Instructor: Carmen Rygg

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

### IMPORTANT 8-WEEK CLASS INFORMATION:

<b>Last day to add a class</b>	<b>5-30-20</b>
<b>Last day to drop <u>without</u> a "W"</b>	<b>5-30-20</b>
<b>Last day for 100% refund</b>	<b>5-30-20</b>
<b>Last day to drop <u>with</u> a "W"</b>	<b>7-2-20</b>

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## Eight-Week Session May 26 - July 21

### **SPED 237 Special Needs ECE (3)**

Class #4743 — Instructor: Kelli Odden

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. This course is designed for educators who will be teaching in birth to third grade classrooms. Prerequisite: EC 210 and EC 211.

### **SPED 300 Intro to Applied Behavior (3)**

Class #7605 — Instructor: Staff

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

### **SPED 350 Remedial Reading (3)**

Class #4776 — Instructor: Andi Dulski-Bucholz

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 in reading instruction and assessment to support learning styles. 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 Fall and spring course offerings. Prerequisites: EDUC 318 and Admission to Teacher Education.

### **SPED 388 Autism Spectrum Disorders (3)**

Class #7603 — Instructor: Carly Theis

The course will examine the historical perspective of the autism spectrum, etiology, and characteristics associated with the wide range of disorders. Instructional strategies to be studied include: academic skill acquisition, early communication, language acquisition & development, socialization, applied behavior analysis, and challenging behaviors. Instructional opportunities in non-education settings will be explored. Students will conduct research on course-related topics and review lesson plans on the internet. Prerequisite: SPED 389.

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

Class #4744 — Instructor: Carly Theis

This course is designed to provide historical and foundational knowledge and understanding of characteristics of the disability experience, a variety of disability types under IDEA law, their implications, associated conditions and the impact of disability on physical, cognitive, and psychosocial development. The course also provides a model for understanding individuals with disabilities, appropriate decision making, facilitating educational programs, accommodations and modifications, and collaboration with families, professional roles, and outside agencies. A goal of the course is to provide training for education and service providers who serve exceptional children, youth, and adults in a variety of settings.

**Special note on SPED 389:** This course requires students to purchase and use ProctorU services for the proctoring of one 2-hour final exam.

### **SPED 396 Special Education Law (3)**

Class #4745 — Instructor: Carly Theis

Throughout this course an in-depth study of the laws and regulations that govern special education and related areas of education law will be conducted. The course will focus on key concepts of special education law, emphasizing the relationship between legal and practical considerations. Formal statutes and regulations that govern special education will be covered, but most of the emphasis will focus on how these laws are implemented in the real world, by looking at legal decisions, case studies and practical scenarios. Prerequisite: Admission to Teacher Education and SPED 389.

### **THEA 110 Introduction to Theater Arts (3)**

Class #8940 — Instructor: Robert Sylskar

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.

### ***Did you know...?***

Byrnes-Quanbeck Library staff are available to assist you online!

Our physical location is temporarily closed, but you may contact a librarian using the Ask a Librarian chat on the library webpage at:

<https://mayvillestate.edu/student-resources/library/>

This live chat is available from 7:30AM to 4PM Monday through Friday for the Summer term.

You may also send an email to [library@mayvillestate.edu](mailto:library@mayvillestate.edu) with an expectation of receiving a reply within one hour during the regular work day.

Many of the library collections are available through the library's databases. If you need a physical item from the library's collection, contact the library and we can make arrangements on how best to get you the materials you need.

Proctoring is available by arrangement.



#### **IMPORTANT REGULAR 8-WEEK CLASS INFORMATION:**

<b>Last day to add a class</b>	<b>5-30-20</b>
<b>Last day to drop <u>without</u> a "W"</b>	<b>5-30-20</b>
<b>Last day for 100% refund</b>	<b>5-30-20</b>
<b>Last day to drop <u>with</u> a "W"</b>	<b>7-2-20</b>

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# Ten-Week Session May 26 - August 4

## ACCT 200 Elements of Accounting I (3)

Class #4789— Instructor: Gene Levitt

This course introduces the accounting cycle as it applies to service and merchandising entities. Proprietorships, partnerships, and corporate ownership structures are considered. Recommended: BUSN 235 or equivalent knowledge of Excel.

**Special note on ACCT 200 exams:** This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

## ACCT 360 Accounting Systems (2)

Class #4790— 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. Prerequisite: ACCT 201.

## ACCT 452 CPA Review (1-10)

Class #8746— Instructor: Dustin Olson

This is a capstone course that will enhance your knowledge in professional accounting. It will feature a review in Generally Accepted Accounting Principles focusing on material covered in the four sections of the uniform Certified Public Accountant exam (Auditing, Regulation, Business Environment & Concepts and Financial Accounting & Reporting). Pre-req: Senior standing, Instructor consent required.

## BUSN 305 Foundations of Entrepreneurship (3)

Class #4787— Instructor: Dustin Olson

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. This course will also include an introduction to the components of a Business Plan. Prerequisite: BUSN 325.

## BUSN 323 Managerial Finance (3)

Class #4788— Instructor: Gene Levitt

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

**Special note on BUSN 323 exams:** This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

## BUSN 330 Computer Applications II (3)

Class #4821— Instructor: Rhonda Nelson

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

## BUSN 497S Internship (0.5-10)

Arranged—Contact Megan Vig 701-788-5254

Class #4780— Instructor: Rhonda Nelson

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 per semester are allowed. Consent of division internship advisor. S/U grading.

## ENGL 110 College Composition I (3)

Class #4752— Instructor: April Hastings

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

## ENGL 120 College Composition II (3)

Class #4746— Instructor: April Hastings

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

## ENGL 125 Business and Technical Writing (3)

Class #4769— Instructor: Erin Lord Kunz

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

## ENGL 320 Advanced Grammar (3)

Class #4805— Instructor: April Hastings

A 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. Prerequisite: ENGL 120 or ENGL 125 or instructor consent.

## MATH 277 Mathematics for Elementary Teachers (3)

Class #4781— Instructor: Gretchen Welk

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

## MATH 323 Probability & Statistics (3)

Class #4794— 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. Prerequisite: MATH 103 or equivalent.

## MATH 420 History & Philosophy of Mathematics (3)

Class #4814— Instructor: Mary Townsend

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. Prerequisite: MATH 103 or equivalent, or consent of instructor.

## NURS 442 Population-Focused & Community-Based Nursing Care II (2)

Nursing tuition rates will apply.

Class #4809, #4810, #4819

Instructor: Collette Christoffers

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 to be completed within the 10 week block assigned for 442. Prerequisite: NURS 441.

## PSYC 280 Group Dynamics (3)

Class #4808— Instructor: Robert Bennett

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 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. Prerequisite: PSYC 111.

## PSYC 330 Behavior Modification & Management (3)

Class #4792— Instructor: Sarah Kallock

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. Prerequisite: PSYC 111.

### IMPORTANT 10-WEEK CLASS INFORMATION:

Last day to add a class	5-31-20
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Last day for 100% refund	5-31-20
Last day to drop <u>with</u> a "W"	7-13-20

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## Ten-Week Session May 26 - August 4

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

Class #4793 — 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. Prerequisite: PSYC 111.

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

Class #4785— Instructor: Jeffrey Hovde

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

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

Class #4786— Instructor: Jeffrey Hovde

A laboratory experience to accompany Natural Science, SCNC 101. It incorporates technology through use of computer programs, the Internet, and provides hands-on experiences in the natural sciences. Lab sessions will be arranged. Corequisite: SCNC 101.

### **SCNC 102 Physical Science (3)**

Class #4782— Instructor: Jeffrey Hovde

A general education course designed for the non-science major which includes an introduction to the fundamental behavior of matter and energy. Includes elements of physical and chemical science. Corequisite: SCNC 102L.

### **SCNC 102L Physical Science Lab (1)**

Class # 4783— Instructor: Jeffrey Hovde

A laboratory experience for physical science. Corequisites: SCNC 102. Lab sessions will be arranged.

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

Class #4784— Instructor: Sarah Kallock

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

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

Class#4824—Instructor: Allison Johnson

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

#### **IMPORTANT 10-WEEK CLASS INFORMATION:**

<b>Last day to add a class</b>	<b>5-31-20</b>
<b>Last day to drop <u>without</u> a "W"</b>	<b>5-31-20</b>
<b>Last day for 100% refund</b>	<b>5-31-20</b>
<b>Last day to drop <u>with</u> a "W"</b>	<b>7-13-20</b>

## First Five-Week Session May 26 - June 30

### **EDUC 324 North Dakota Studies (1)**

Distance education students only

Class #4778 — Instructor: Brittany Hagen

Cross-listed with HIST 324. This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Prerequisite: EDUC 250.

### **MATH 103 College Algebra (3)**

Class #4777 — 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. Prerequisite: minimum 21 ACT Math sub score, or ASC 93 or equivalent with a grade of "C" or higher.

### **NURS 470 Nursing Leadership (4)**

Nursing tuition rates will apply.

Class #4811 — Instructor: Donna Craigmile and Carey Haugen

An exploration of the role of the nurse leader, integrating prior learning with an understanding of the nature of 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. Prerequisites: NURS 310, NURS 350.

### **NURS 560 Health Promotion and Disease (3)**

Nursing tuition rates will apply.

Class #9067 — Instructor: Jennifer Johnson

This course examines concepts of health promotion and disease prevention across the lifespan to synthesize theory and plan evidence-based practice interventions. Basic principles of epidemiology and influences of genetics and genomics will be explored, and relationships of risk assessment, health behaviors, lifestyles, developmental stages, and sociocultural, psychological, and spiritual contributions to well-being will be applied to develop advanced nursing practice interventions to promote health for diverse populations. Prerequisites: Admission to the MSN Program or Division of Nursing approval.

#### **IMPORTANT FIRST 5-WEEK CLASS INFORMATION:**

<b>Last day to add a class</b>	<b>5-28-20</b>
<b>Last day to drop without a "W"</b>	<b>5-28-20</b>
<b>Last day for 100% refund</b>	<b>5-28-20</b>
<b>Last day to drop a class</b>	<b>6-19-20</b>

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

## Second Five-Week Session July 1—August 4

### **HPER 485 Summer Camp Leadership (2)**

Arranged

Class #4779— Instructor: Scott Parker

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.

### **NURS 470 Nursing Leadership (4)**

Nursing tuition rates apply.

Class #4813 — Instructor: Donna Craigmile and Carey Haugen

An exploration of the role of the nurse leader, integrating prior learning with an understanding of the nature of 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. Prerequisites: NURS 310, NURS 350.

### **NURS 450 Advanced Nursing Research (3)**

Nursing tuition rates apply.

Class #9068 — Instructor: Janell Juelich

With emphasis on the interconnectedness of theory, research, evidence-based practice, and ethics, this course will explore the research process and associated methodologies utilized to bring evidence to nursing practice. Building upon foundational understanding of research and evidence-based practice, analysis and critique of research studies and reports will foster development of knowledge and skills relevant to application and implementation of research studies. Skills in critical appraisal, information literacy, written communication, and ethical conduct of research will be developed to guide decisions about use of findings and in conducting new research. The importance of incorporating research into one's own practice; engaging in and leading collaborative teams to generate evidence; and in promoting others to use research findings to enhance nursing practice will be emphasized. Prerequisites: Admission to the MSN Program or Division of Nursing approval and undergraduate statistics course.

#### **IMPORTANT SECOND 5-WEEK CLASS INFORMATION:**

<b>Last day to add a class</b>	<b>7-3-20</b>
<b>Last day to drop without a "W"</b>	<b>7-3-20</b>
<b>Last day for 100% refund</b>	<b>7-3-20</b>
<b>Last day to drop a class</b>	<b>7-24-20</b>



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