



**Office of Extended Learning
SPRING 2020 Online and IVN Course Bulletin**

Registration opens November 5, 2019

www.mayvillestate.edu/online

APPLY NOW!

IMPORTANT NOTE!

All courses in this online/IVN course bulletin are offered online asynchronously unless otherwise noted, and they are not self-paced. Courses specified as essential studies courses are notated “(ES)”. **Consult with your advisor as needed.** Each course runs according to Mayville State University term dates and due dates. This bulletin of courses offered is subject to change.

Asynchronous means that students are not required to join scheduled class times. However, be aware that specified dates and deadlines will apply to assignments and exams for asynchronous courses.

Always refer to the syllabus for any course in which you are enrolled to ensure you know the requirements for that course.

For questions or assistance regarding online courses, please contact: The Office of Extended Learning

ExtendedLearning@mayvillestate.edu

701-788-4667

Spring 2020 ACADEMIC DROP DATES

SESSION	DROP (no record)	DROP (“W”)
REGULAR	Jan 23	Apr 9
1st 8-WEEK	Jan 17	Feb 20
2nd 8-WEEK	Mar 13	Apr 23
1st 5-WEEK	Jan 16	Feb 7
2nd 5-WEEK	Feb 22	Mar 21
3rd 5-WEEK	Apr 4	Apr 26

ACADEMIC ONLY-CONTACT FINANCIAL AID REGARDING REFUND DATES

TUITION/FEE REFUND DATES

January 23 is the last day to receive a 100% refund for individual full-term courses that are dropped. After January 23, refunds for full-term courses are given only in the case of total withdrawal from all courses. For additional information on refunds for dropped courses, please contact the Business Office at 701-788-4757.

16-Week Courses

100%	January 23
75%	February 21
50%	March 23

1st 8-Week Courses

100%	January 17
75%	January 30
50%	February 13

1st 5-Week Courses

100%	January 16
75%	January 25
50%	February 3

2nd 5-Week Courses

100%	February 22
75%	March 2
50%	March 11

3rd 5-Week Courses

100%	April 4
75%	April 14
50%	April 24

Spring 2020 Academic Calendar

January 13	Orientation/Registration
January 13	Classes begin at 4:00pm
January 14	First full day of classes
January 14	First 5-week session begins
January 20	Martin Luther King, Jr. Day-No classes
January 23	Last day to drop a class without record
January 23	Last day to register or add a class
January 29	Final bill payment deadline
February 7	Application for graduation due for summer (\$25 late charge beginning February 10)
February 10	Enrollment census date
February 17	Presidents Day — No classes
February 19	Last day of first 5-week session
February 20	Second 5-week session begins
March 16-20	Spring Break
March 23	Classes resume
March 27	Application for graduation due for fall (\$25 late charge beginning March 30)
April 1	Last day of second 5-week session
April 2	Third 5-week session begins
April 9	Last day to withdraw from term or drop with record
April 10-13	Easter Break — No classes
April 14	Classes resume
May 8	Last day of third 5-week session
May 11-15	Final Exam Week
May 16	Commencement
May 19	Grades are due at 12:00 noon
May 27	Holiday-Memorial Day

Liberal Arts Online

Regular Academic Session (January 13-May 15)

LIBERAL ARTS

COMM 110 Fundamentals of Public Speaking (3) (ES) Class #3019 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 communication not only in the classroom, but also as a member of the community.

ENGL 110 College Composition I (3) (ES)

Class #3030 Instructor: Michele Willman

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

ENGL 120 College Composition II (3) (ES)

Class #3035 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 350 Young Adult Literature/Media (3)

Class #3287, #3288 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.

GEOG 103 Multicultural World, Global Issues (3) (ES)

Class #3048 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 115 Introductory Geology (3) (ES)

Class #3133 Instructor: Khwaja Hossain

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

GEOG 115L Introductory Geology Lab (1) (ES)

Class #3134 Instructor: Khwaja Hossain

See lab kit information note on page 11.

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

GEOG 300 World Regional Geography/Anthropology (3)

Class #3050 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 102 Western Civilization II (3) (ES)

Class #3052 Instructor: Travis Cormier

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.

HIST 104 U.S. Since 1877 (3) (ES)

Class #5484 Instructor: John Pederson

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

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

Class #3061 Instructor: Greta Paschke (ES)

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 #3063 Instructor: Glendon Henry (ES)

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.

PSYC 111 Introduction to Psychology (3) (ES)

Class #3083 Instructor: Codie Davis

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

PSYC 290 Theories of Learning & Management (2)

Class #3298 Instructor: Pamela Johnson

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

PSYC 330 Behavior Modification & Management (3)

Class #5770 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. Prerequisite: PSYC 111.

PSYC 422 Educational Assessment (2)

Class #3290 Instructor: Brittany Hagen

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

SOC 110 Introduction to Sociology (3) (ES)

Class #3105 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 #4261 Instructor: Lonamalia Smith

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

Liberal Arts, continued to next page.

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Liberal Arts , Continued

Regular Academic Session (January 13-May 15)

LIBERAL ARTS continued

SOC 355 Drugs & Society (3) (ES)

Class #3109 Instructor: Lonomalia 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) (ES)

Class #3111 Instructor: Carmen Rygg

Distance Students Only

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 101 First Year Spanish I (4) (ES)

Class #3292 Instructor: Carmen Rygg

On-Campus Students Only

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) (ES)

Class #3112 Instructor: Carmen Rygg

Distance Students Only

Continuation of Spanish I. Prerequisite: SPAN 101.

SPAN 102 First Year Spanish II (4) (ES)

Class #3113 Instructor: Carmen Rygg

On-Campus Students Only

Continuation of Spanish I. Prerequisite: SPAN 101.

SPAN 201 Second Year Spanish I (4) (ES)

Class #3114 Instructor: Carmen Rygg

Distance Students Only

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 201 Second Year Spanish I (4)

Class #3293 Instructor: Carmen Rygg

On-Campus Students Only

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 #3115 Instructor: Carmen Rygg

Distance Students Only

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.

SPAN 202 Second Year Spanish II (4)

Class #3115 Instructor: Carmen Rygg

Distance Students Only

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

UNIV 100 Seminar on Success (1)

Class #3015 Instructor: Jade Erickstad

Distance Students Only

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

UNIV 305 International Perspectives in Health I (3)

Class #3176 Instructor: Collette Christoffers (ES)

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

SPECIAL NOTE: UNIV 305 for Study Abroad

A special online section of UNIV 305 not listed here has been reserved for study abroad students. The reserved study abroad section requires students to pay a \$4000 course fee in addition to the regular distance education tuition/fees rate. Students who are planning to take UNIV 305 as a study abroad course must contact Tami Such by phone at 701-788-4716 or by email at tami.such@mayvillestate.edu for study abroad information and instructor consent to enroll.

UNIV 345 Grant Writing (3)

Class #3295 Instructor: Maren Johnson

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



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Accounting (ACCT), Business (BUSN), & Computer Information Systems (CIS) Online

Regular Academic Session (January 13-May 15)

ACCOUNTING*

IVN/Synchronous ACCT* courses, pages 14 & 15

ACCT 360 Accounting Systems (2)

Class #3185 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.

BUSINESS*

BUSN 235 Computer Applications I (3)

Class #3190 Instructor: Rhonda Nelson

This course will provide students the basic instruction on the use of word processing, spreadsheets, presentation application software. Students will be required to demonstrate a specific level of proficiency within each application. Students will also learn the basics and guidance on the use of email, file management and other current or relevant topics or software which will prepare a student for success while in college.

BUSN 325 Management Theory & Research (3)

Class #3369 Instructor: Robert Johnston

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

BUSN 352 Marketing Theory & Research (3)

Class #3371 Instructor: Donna Gutschmidt

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

BUSN 391 Professional Development (1)

Class #3201 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. Recommended: Junior standing or instructor permission.

BUSN 402 Advertising & Promotion Management (3)

Class #3193 Instructor: Donna Gutschmidt

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

BUSN 418 Operations Management (3)

Class #3202 Instructor: Theodore Stoa

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

BUSN 423 Consumer Behavior (3)

Class #3203 Instructor: Robert Tangsrud

This course provides the student with a usable, managerial understanding of consumer behavior. Emphasis will be placed on studying the complexity and uncertainty of consumer behavior and its impact for marketing products and services. The course will also study the external and internal influences that appear to shape the behavior of the consumer, as well as the decision-making process. Recommend BUSN 235 or equivalent knowledge of MS Word & PowerPoint. Prerequisite: BUSN 352, PSYC 111 or SOC 110.

BUSN 443 Ethical Decision Making (3)

Class #3197 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.

BUSN 454 Human Resource Management (3)

Class #3198 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. Prerequisite: BUSN 325.

BUSN 482 Business Comprehensive (3)

Class #3207 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.

COMPUTER INFORMATION SYSTEMS

CIS 175 Information Literacy (1) (ES)

Class #5579 Instructor: Kelly Kornkven

First 8 Weeks Session (Jan. 13 thru Mar. 8)

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 #3376 Instructor: Chris Gonnella

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

***IMPORTANT NOTE:** **ACCT and BUSN Exams**

Courses may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor of each course and in the course syllabus at the start of class.

ALL CLASSES ARE OFFERED ONLINE ASYNCHRONOUSLY UNLESS OTHERWISE NOTED. COURSES ARE NOT SELF-PACED.

Early Childhood (EC) Online

Regular Academic Session (January 13-May 15)

EARLY CHILDHOOD

EC 210 Introduction to ECE (3)

Class #3211 Instructor: Ann Willeeson

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, and Interpretation Techniques (3)

Class #3212 Instructor: Ann Willeeson

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 298 AA Internship (3)

Class #3214 Instructor: Kelli Odden

\$150 fee required

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. Prerequisites: EC 313, EC 333 and consent of instructor.

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

Class #3218 Instructor: Ann Willeeson

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. Prerequisites: EC 210, EC 211.

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

Class #3220 Instructor: Kelli Odden

Cross-listed with SPED 336. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. This course involves the study of classroom management, motivation, building self-esteem, and positive guidance strategies allowing students to learn how to manage the routines of the classroom and plan for instruction. Students also have opportunities built into the course to apply these techniques and strategies with children. Prerequisite: EC 210, EC 211 or EDUC 250.

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

Class #3222 Instructor: Sarah Kallock

Cross-listed with SPED 340. The purpose of this course is to emphasize the importance of assessment and documentation in Infant/Toddler Programs. Students will explore a variety of assessment techniques which are unique to the infant/toddler setting. A number of tools used to document children's development as well as ways to communicate with parents of infants and toddlers, will be central to this course. It is especially important to consider each child's family and culture when planning appropriate assessment. Students will participate in field work which will allow them to develop their assessment and documentation skills. Prerequisite: EC 210, EC 211.

EC 375 Supervised Tutorial Experience (3)

Class #3225 Instructor: Ann Willeeson

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. Prerequisites for each specialization are: Administration - EC 322; After School - EC 333; Infant/Toddler - EC 320; Special Needs - SPED 337.

EC 398 Child Development Internship (6)

Class #3228 Instructor: Kelli Odden

\$300 fee required

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 3-5. The setting for this internship will be different from the setting for EC 375, so that students get a variety of experiences. They will need 300 hours minimum direct contact with children. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This experience occurs at the conclusion of the major and specialization course work.

EC 398A BA Internship (3)

Class #3230 Instructor: Kelli Odden

\$150 fee required

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 3-5, 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.

EC 495 Service Learning in ECE (2)

Class #3232 Instructor: Sarah Kallock

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



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Education (EDUC)—Undergraduate Level—Online

Regular Academic Session (January 13-May 15)

EDUCATION—Undergraduate

For Graduate EDUC courses, see page 9.

IVN/Synchronous EDUC-Undergrad courses, pgs. 14-15

EDUC 250 Introduction to Education (3)

Class #3234 Instructor: Cindy Gregg

This course provides students with historical, philosophical, social, and psychological foundations of education. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems, diversity and multiculturalism in education, and current trends in curriculum and instruction. Students will participate in a structured field experience to include elementary or secondary placement and special needs. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Students will be introduced to the professionalism of teaching. Prerequisites: 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. Corequisite: EDUC 272.

EDUC 272 Educational Technology (2)

Class #3236 Instructor: Jeni Peterson

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

EDUC 276 Praxis Core Academic Skills Prep (1)

Class #3377 Instructor: Kelly Kornkven

Last date to add EDUC 276: April 3

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 #3300 Instructor: Pamela Johnson

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

EDUC 298A Education Field Experience (1)

Class #18022 Instructor: Andi Dulski-Bucholz

Distance Students Only

This field experience course provides an initial classroom observation experience. It is required for students who have taken an intro to education course without an associated field experience. 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. Students will observe the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Students will observe in general education and special needs classroom. Prerequisites: ENGL 110, ENGL 120 or ENGL 125, and MATH 103 with minimum grade of C.

EDUC 351 Remedial Reading Practicum (1-2)

Class #3245 Instructor: Jeni Peterson

\$50 fee required

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

EDUC 380 Teaching English Lang Learners (2)

Class #3246 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 401 Electronic Portfolio, Assessment, & Seminar (2)

Class #12968 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. Prerequisite: Admission to Teacher Education. Corequisite: EDUC 400.

EDUC 401S Pre-Student Teaching Seminars (0)

Class #12967 Instructors: K. Smith & A. Dulski-Bucholz

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. Prerequisite: Admission to Student Teacher.

EDUC 402 INTRODUCTION TO BLENDED LEARNING (2)

Class # 17691 Instructor: Tonya Greywind

This course is designed to provide teaching professionals and pre-professionals with an introduction to blended learning, and the skills they will need to create a hybrid learning environment in their current or future classrooms. Students will utilize face-to-face instructional strategies and combine them with digital and project-based learning strategies. Participants will discover the benefits of facilitating learning through a constructivist approach to classroom instruction and will have an opportunity to compare this methodology to the more well-known instructivist model. Face-to-face sessions will occur via electronic medium and participants will be required to model, provide evidence (record, demonstrate, etc.) the development of a blended learning environment and to demonstrate their 21st Century teaching skills. Requisites for Graduates: None; Prerequisites for Undergraduates: Required methods course and acceptance into the Education program.

EDUC 403 Online K-12 Instructional Methodology (2)

Class # 17692 Instructor: Jill Daignault

This course introduces K-12 online instruction to allow learners to acquire the perspective of both K-12 students and instructors in an online environment. Learners will use tools and resources to explore the critical components of being an effective online instructor. This course includes a focus on ethical issues and practices for online teaching and learning using the ND approved Code of Ethics in addition to areas such as online security, instructional feedback, and brain-based learning. Requisites: Graduate: None; Undergraduate: Acceptance into Teacher Education, and the successful completion of Methods courses.

EDUC 404 Learning Management Systems, Student Info Systems, & Online Curriculum (2)

Class #17693 Instructor: Matthew Lonn

In this course, students will evaluate different Learning Management Systems (LMS's) and Student Information Systems (SIS's). They will practice utilizing the different functions of an LMS and SIS that will create an engaging course that is adaptive and responsive to how each student learns. Students will also learn about the basic construction of an online course designed for grades K-12. They will examine a rubric that can be used to evaluate online content for navigation, quality, levels of student engagement,

EDUC courses, continued to next page

Education (EDUC)—Undergraduate Level Continued, Library, Media, & Information Science (LMIS) & Special Education (SPED)

EDUCATION, continued

IVN/Synchronous EDUC courses, page 14 & 15

and use of social or group activities. In the final portion of the course, students will apply the knowledge they have learned about online course design to create a module in an LMS and then design their own course. Requisites for Graduates: None; Prerequisites for Undergraduates: Acceptance into Teacher Education, and the successful completion of Methods courses.

EDUC 422 Educational Assessment (2)

Class #3254 Instructor: Brittany Hagen

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 480 General Methods Secondary Educators (4)

Class #3256 Instructor: Heidi Eckart

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 #3258 Instructor: Heidi Eckart

\$50 fee required

This course is designed for teacher candidates who are secondary education majors and complements their general methods course. The experience includes a 30-hour field placement in a secondary school classroom (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. Corequisite: EDUC 480. This course requires students to have an approved background check and liability insurance prior to the field experience.

LIBRARY, MEDIA, & INFORMATION SCIENCE

LMIS 350 Young Adult Literature/Media (3)

Class #3265 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, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation) and emerging communication techniques. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of young adults, and literature appreciation in young adults.

SPECIAL EDUCATION

IVN/Synchronous SPED courses, pages 14 & 15

SPED 330 Behavior Modification & Management (3)

Class #3296 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. Prerequisite: PSYC 111.

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

Class #3273 Instructor: Kelli Odden

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

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

Class #3275 Instructor: Sarah Kallock

The purpose of this course is to emphasize the importance of assessment and documentation in Infant/Toddler Programs. Students will explore a variety of assessment techniques which are unique to the infant/toddler setting. A number of tools used to document children's development as well as ways to communicate with parents of infants and toddlers, will be central to this course. It is especially important to consider each child's family and culture when planning appropriate assessment. Students will participate in field work which will allow them to develop their assessment and documentation skills. Prerequisites: EC 210, EC 211.

SPED 343 Classroom Modifications (3)

Class #3277 Instructor: Sarah Kallock

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.

SPED 351 Remedial Reading Practicum (1-2)

Class #3271 Instructor: Jeni Peterson

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

SPED 384 Emotional Disturbance (3)

Class #3279 Instructor: Carly Theis

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

SPED 385 Emotional Disturbance Practicum (1-2)

Class #3280 Instructor: Carly Theis

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

SPED 386 Learning Disabilities (3)

Class #3281 Instructor: Carly Theis

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

SPED courses, continued to next page

Special Education (SPED) Continued and Education (EDUC)—Graduate Level

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. Prerequisite: SPED 389. Corequisite: SPED 387 (for special education majors only).

SPED 387 Learning Disabilities Practicum (1-2)

Class #3282 Instructor: Carly Theis

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

SPED 389 Foundations of Special Education (3)

Class #3283 Instructor: Sarah Kallock

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 #17586 Instructor: Carly Theis

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

EDUCATION-GRADUATE LEVEL

EDUC 500 Teaching Mentorship Clinical Experience (6)

Class #3259 Instructor: Andi Dulski-Bucholz

\$425 fee required for placements within 80 miles of MSU
\$925 fee required for placements beyond 80 miles of MSU

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 502 Introduction to Blended Learning (2)

Class #4265 Instructor: Tonya Greywind

This course is designed to provide teaching professionals and pre-professionals with an introduction to blended learning, and the skills they will need to create a hybrid learning environment in their current or future classrooms. Students will utilize face-to-face instructional strategies and combine them with digital and project based learning strategies. Participants will discover the benefits of facilitating learning through a constructivist approach to classroom instruction and will have an opportunity to compare this methodology to the more well-known instructivist model. Face-to-face sessions will occur via electronic medium and participants will be required to model, provide evidence (record, demonstrate, etc.) the development of a blended learning environment and to demonstrate their 21st Century teaching skills. Requisites for Graduates: None; Prerequisites for Undergraduates: Required methods course and acceptance into the Education program.

EDUC 503 Online K-12 Instructional Methodology Lab (3)

Class #4266 Instructor: Jill Daignault

This course introduces K-12 online instruction to allow learners to acquire the perspective of both K-12 students and instructors in an online environment. Learners will use tools and resources to explore the critical components of being an effective online instructor. This course includes a focus on ethical issues and practices for online teaching and learning using the ND approved Code of Ethics in addition to areas such as online security, instructional feedback, and brain-based learning. Requisites: Graduate: None; Undergraduate: Acceptance into Teacher Education, and the successful completion of Methods courses.

EDUC 504 Learning Management, Student Information Systems, & Online Curriculum (2)

Class #4267 Instructor: Matthew Lonn

In this course, students will evaluate different Learning Management Systems (LMS's) and Student Information Systems (SIS's). They will practice utilizing the different functions of an LMS and SIS that will create an engaging course that is adaptive and responsive to how each student learns. Students will also learn about the basic construction of an online course designed for grades K-12. They will examine a rubric that can be used to evaluate online content for navigation, quality, levels of student engagement, and use of social or group activities. In the final portion of the course, students will apply the knowledge they have learned about online course design to create a module in an LMS and then design their own course. Requisites for Graduates: None; Prerequisites for Undergraduates: Acceptance into Teacher Education, and the successful completion of Methods courses.

EDUC 505 Field Study (3)

Class #4268 Instructor: Jill Daignault

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

State University's education program, and the successful completion of Methods course.

EDUC 522 Educational Assessment (3)

Class #3260 Instructor: Brittany Hagen

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 & Leadership (2)

Class #3261 Instructor: Cindy Gregg

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

EDUC 572 Instructional Resources & Technology (2)

Class #3262 Instructor: J. Peterson & A. Dulski-Bucholz

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 K-12 learners' engagement and motivation is explored while building 21st Century skills. This course uses the International Society for Technology in Education Standards and InTASC principles to guide learning experiences.

EDUC 580 Instructional Strategies for the Classroom Teacher (4)

Class # 3263 Instructor: Heidi Eckart & A. Dulski-Bucholz

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 & Management (2)

Class #3264 Instructor: Pamela 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.

Mathematics (MATH) and Physics (PHYS) Online

Regular Academic Session (January 13-May 15)

MATHEMATICS

MATH 103 College Algebra (3) (ES)

Class #3137 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.

MATH 165 Calculus I (4) (ES)

Class #3151 Instructor: Fred Strand

Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, applications. Prerequisites: MATH 103, MATH 105.

MATH 265 Calculus III (4)

Class #3152 Instructor: Fred Strand

Multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals. Green's Theorem, Stoke's Theorem, Divergence Theorem. Prerequisite: MATH 166.

MATH 277 Math for Elem Teachers (3)

Class #3153 Instructor: Gretchen Peterson

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

MATH 323 Probability & Statistics (3)

Class #3144 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 389 Modern Geometry (3)

Class #3380 Instructor: Fred Strand

A study of K - 12 and undergraduate topics. K - 12 topics: polygons, platonic solids, tessellations, transformations, and congruent triangles. Undergraduate topics: axiomatic Euclidean geometry, finite geometries, fractals, projective geometry, and non-Euclidean geometries. The study includes the integration of effective research based teaching strategies to use geometry to model mathematical ideas and methods for mathematical proofs. Prerequisite: MATH 103.

MATH 412 Differential Equations (3)

Class #3147 Instructor: Mary Townsend

A study of ordinary differential equations with applications. Prerequisite: MATH 265.

MATH 435 Theory of Numbers (3)

Class #3155 Instructor: Mary Townsend

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

MATH 480 Mathematics Comprehensive (1)

Class #3156 Instructor: Fred Strand

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

PHYSICS

PHYS 211 College Physics I (3)

Class #3159 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 (1)

Class #5553 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 of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 211 or have already completed it.

PHYS 212 College Physics II (3)

Class #3161 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 212L College Physics II Lab (1)

Class #5554 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 of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 212 or have already completed it.

PHYS 251 University Physics I (4)

Class #3163 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 institu-

tion, the four course credits obtained in taking this course at MSU may be reduced to three credits. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 251L.

PHYS 251L University Physics I Lab (1)

Class #5555 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 of Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 251 or have already completed it.

PHYS 252 University Physics II (4)

Class #3165 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. This course is intended as an alternative to 212, not sequential to it. Upon transferring to another NDUS institution, the four course credits obtained in taking this course at MSU may be reduced to three credits. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 252L.

PHYS 252L University Physics II (1)

Class #5556 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 of 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

Class #: 5553, 5554, 5555, 5556

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 term, the bookstore will buy the kit back for about \$340. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I and Physics II kits are different, so one kit will not allow you to do all the labs in both courses.

SPECIAL NOTE ON PHYSICS LECTURE EXAMS

Class #: 3159, 3161, 3163, 3165

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).

Science Courses Online-Biology, Chemistry, Geology, & Natural Science

ANATOMY & PHYSIOLOGY (BIOL)

BIOL 220 Anatomy & Physiology I (3) (ES)

Class #3005 Instructor: Joseph Mehus

Non-degree enrollment deadline: January 6, 2020

Distance Students Only—On-Campus by Permission

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

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

Class #3006 Instructor: Joseph Mehus

Non-degree enrollment deadline: January 6, 2020

Distance Students Only—On-Campus by Permission

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) (ES)

Class #3007 Instructor: Joseph Mehus

Non-degree enrollment deadline: January 6, 2020

Distance Students Only—On-Campus by Permission

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

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

Class #3008 Instructor: Joseph Mehus

Non-degree enrollment deadline: January 6, 2020

Distance Students Only—On-Campus by Permission

Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 221. Topics include activities related to the nervous, endocrine, digestive, urinary, and reproductive systems. Genetics and developmental topics will be reviewed. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected, and activities related to the study of human physiology are also included. Corequisite: BIOL 221.

ANATOMY & PHYSIOLOGY LABS

Class #s: 3006 and 3008

For these online labs you need to purchase lab kits from the MSU Bookstore. The BIOL 220L kit runs approximately \$55 and includes the dissecting tool kit (the dissecting tool kit may also be used for the BIOL 221L labs). The BIOL 221L kit runs approximately \$65 and does not include the dissecting tool kit. The dissecting tool kit is available for separate purchase for about \$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.

CONCURRENT ENROLLMENT IN BIOL 220 AND BIOL 221 COURSES REQUIRES INSTRUCTOR PERMISSION. CALL THE OFFICE OF EXTENDED LEARNING AT (701)788-4667 FOR INFORMATION AND ASSISTANCE.

CHEMISTRY (CHEM)

CHEM 122 General Chemistry II (3) (ES)

Class #3365 Instructor: Jeffrey Hovde

This course is a continuation of the study of the fundamentals of chemistry including intermolecular forces, liquids, solids, kinetics, equilibria, acids and bases, solution chemistry, precipitation, thermodynamics, and electrochemistry. Course consists of three hours of lecture per week. Pre-requisites: CHEM 121. Co-requisites: CHEM 122L.

CHEM 122L General Chemistry II Lab (1) (ES)

Class #3366 Instructor: Jeffrey Hovde

Students will develop familiarity with basic equipment and techniques used in chemical laboratories; will learn to interpret data using graphical analysis and spreadsheets; will use equipment and chemical reagents in a safe manner; and will gain the ability to perform a variety of chemistry experiments, for example involving enthalpy measurements and phase changes, elementary chromatography, colligative properties of solutions, rates of chemical reactions, titration analysis, etc. The course consists of 2 hours of laboratory per week. Pre-requisite: CHEM 121. Co-requisite: CHEM 122.

GEOLOGY (GEOL)

GEOL 115 Introductory Geology (3) (ES)

Class #3131 Instructor: Khwaja Hossain

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

GEOL 115L Introductory Geology (1) (ES)

Class #3132 Instructor: Khwaja Hossain

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

NATURAL SCIENCE (SCNC)

SCNC 101 Natural Science (3) (ES)

Class #15512 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) (ES)

Class #15514 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.

CHEMISTRY, GEOLOGY/ GEOGRAPHY, & NATURAL SCIENCE LAB KITS

Class #s 3366, #3132 / #3134, and #15514

The lab kits for the online chemistry and geology/geography courses are available from the MSU Bookstore. The estimated prices for the kits are approximately \$375.00 for chemistry and \$305.00 for geology and geography kits. The estimated price of the natural science lab kit is \$300. Again, these are estimates, not necessarily final prices at this time. Please be aware these kits are NOT returnable and they are not eligible for buyback at the end of the term.

ALL CLASSES ARE OFFERED ONLINE ASYNCHRONOUSLY UNLESS OTHERWISE NOTED. COURSES ARE NOT SELF-PACED.

Health, Physical Education, and Recreation (HPER) Online

Regular Academic Session (January 13-May 15)

HEALTH, PHYSICAL EDUCATION, & RECREATION

HPER 217 Personal & Community Health (2)

Class #3315 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 #3317 Instructor: Katelyn Aasen (Wangberg)

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 #4333 Instructor: Micah Smith

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

HPER 315 Movement Education in Early Childhood (2)

Class #3321 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 & Physical Education in the Elementary School (2)

Class #3323 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 #3325 Instructor: William Tomblin

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

HPER 350 Motor Learning (2)

Class #3330 Instructor: Ashley Nelson

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

HPER 440 Organization & Administration of PhyEd/Athletics (2)

Class # 3343 Instructor: Ashley Vandeven

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 thru 6th (1)

Class #3347 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 PhyEd Practicum

Grades 7 thru 12 (1)

Class #3349 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 465 SPORT LAW (3)

Class #17679 Instructor: Joel White

This course will address major legal issue a person might face working in the Sport industry whether as a coach, teacher, program administrator in a recreation program, a manager of a fitness or tennis/golf club or working in a high school, college, Olympic or professional sport organization.



Nursing Online

Five Weeks Sessions Only

Nursing Online

First 5-Week Session (January 13-February 19)

NURS 350 Baccalaureate Role Development (3)

Class #4194 Instructor: Donna Craigmile

Nursing tuition rate will apply

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

NURS 360 Holistic Health Assess Lifespan (4)

Class #4196, #4197 Instructors: Lindsay Bontjes and Monica Ptacek

Nursing tuition rate will apply

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

Nursing Online

Second 5-Week Session (February 20– April 1)

NURS 360 Holistic Health Assess Lifespan (4)

Class #4198 Instructors: Lindsay Bontjes and Monica Ptacek

Nursing tuition rate will apply

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

NURS 370 Evidence-Based Practice (3)

Class #4199, #4200 Instructor: Janell Juelich and Donna Craigmile

Nursing tuition rate will apply

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. Prerequisites: NURS 310, NURS 350, and an approved statistics course (BUSN 416, MATH 323, or PSYC 310). Nursing majors only.

Nursing Online

Third 5-Week Session (April 2-May 8)

NURS 310 Informatics/health Care Tech (2)

Class #4202 Instructor: Monica Ptacek

Nursing tuition rate will apply

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. Corequisite: NURS 350.

NURS 370 Evidence-Based Practice (3)

Class #4204 Instructors: Janell Juelich and Donna Craigmile

Nursing tuition rate will apply

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. Prerequisites: NURS 310, NURS 350, and an approved statistics course (BUSN 416, MATH 323, or PSYC 310). Nursing majors only.

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

Class #4205, #4206 Instructors: Collette Christoffers and Jennifer Johnson

Nursing tuition rate will apply

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

ALL CLASSES ARE OFFERED ONLINE ASYNCHRONOUSLY UNLESS OTHERWISE NOTED. COURSES ARE NOT SELF-PACED.

Interactive Video Network (IVN) and Online Synchronous Courses (Regular Session January 13-May 15)

PLEASE READ FIRST

COURSES ARE NOT SELF-PACED.

What is an Online Synchronous course?

In an online synchronous course, students do their work in the online environment, but they are also required to join scheduled class times using specified technologies such as ZOOM or PEXIP using a web camera and microphone.

If there are any asterisks located after the IVN/Online Synchronous designation for your course, see the appropriate note below for important information for the course.

What is an Interactive Video (IVN) course?

In IVN courses, students are generally required to join scheduled class times at actual physical locations (IVN Sites) that provide the space and technology for students across numerous sites to participate in a class that is broadcast from just one of the IVN locations.

If there are any asterisks located after the IVN/Online Synchronous designation for your course, see the appropriate note below for important information for the course.

***Special Note on Class #s 4332, 3183, and 3187**

Remote students who cannot meet at an IVN site may meet Online Synchronously over PEXIP. Students using PEXIP must have a headset with microphone and web-camera to connect with class remotely.

****Special Note on Class #s 3239, 3242, 16129, 16144, 10966**

Students are required to join scheduled class times Online Synchronously over ZOOM. Students using ZOOM must have a headset with microphone and web-camera to connect with class remotely.

*****Additional Note on Class #s 3239 and 3242**

On required class attendance dates, students **MUST** meet: at a listed IVN site (if within 45 miles); with other classmates at an agreed-upon location (if within 45 miles of another classmate but not within 45 miles of an IVN site); or by ZOOM (allowed only if beyond 45 miles of all IVN sites as well as other classmates). Students using ZOOM must have a headset with microphone and web-camera to connect remotely.

Interactive Video Network (IVN) and Online Synchronous Courses (Regular Academic Session January 13-May 15)

ASTERISKS: SEE PAGE 14 FOR IMPORTANT NOTES REGARDING THE COURSES BELOW.

*ACCT 301 Intermediate Accounting II (4)

Class #4332 Instructor: Gene Leviitt

IVN or Online Synchronous (PEXIP)*— (lectures will be recorded for asynchronous viewing as well)

IVN Sites: LRSC, CCCC, WSC

Tuesdays and Thursdays 3:30-4:45PM

A study of current accounting theory and practical applications of generally accepted accounting principles with emphasis on current liabilities, contingent liabilities, long-term debt, owners' equity, leases, pension plans, income tax provision, and earnings per share. Prerequisite: ACCT 300. Recommended: BUSN 235 or equivalent knowledge of Excel.

*ACCT 316 Banking Law (3)

Class #3183 Instructor: Thomas Moe

IVN or Online Synchronous (PEXIP)*

IVN Sites: LRSC, CCCC, WSC

Tuesdays and Thursdays 8:00-9:15AM

A continuation of the study of business law, with emphasis on

secured transactions, corporations, partnerships, bankruptcy and other topics of general interest in the banking and accounting fields. Prerequisite: ACCT 315.

*ACCT 401 Business Income Taxation (3)

Class #3187 Instructor: Dustin Olson

IVN or Online Synchronous (PEXIP)*— (lectures will be recorded for asynchronous viewing as well)

IVN Sites: LRSC, CCCC, WSC

Mondays, Wednesdays, Fridays 12:00-12:50PM

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

***EDUC 302 Social Studies Strategies in the Elementary School

Class #3239 Instructor: Sarah Kallock

Online Synchronous (Zoom)* with REQUIRED attendance for the following dates/times: 2/4 & 4/21 6:30-8:30PM***

IVN Sites: MaSU, LRSC, NDSCS, DCB, WSC

Tuesdays 6:30-7:50PM with REQUIRED attendance for the following dates/times: 2/4 & 4/21 6:30-8:30PM (see additional note on preceding page 14)

\$50 fee required

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

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

Class #3242 Instructor: Cindy Gregg

Online Synchronous (Zoom)* with REQUIRED attendance for the following dates/times: 2/4 & 4/21 4:30-6:20PM***

IVN Sites: MaSU, LRSC, NDSCS, DCB, WSC

Tuesdays 5:00-6:20PM with REQUIRED attendance for the following dates/times: 2/4 & 4/21 4:30-6:20PM (see additional note on preceding page 14)

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

**EDUC 350 Remedial Reading (3)

Class #16129 Instructor: Cindy Gregg

Online Synchronous (Zoom)**

Mondays 4:30-6:50PM

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. A short observational field experience is required for fall and spring course offerings. Prerequisite: EDUC 318 and Admission to Teacher Education.

**SPED 350 Remedial Reading (3)

Class #16144 Instructor: Cindy Gregg

Online Synchronous (Zoom)**

Mondays 4:30-6:50PM

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.

**SCNC 321 Science Strategies for Elementary Teachers (3)

Class #3174 Instructor: Staff

Online Synchronous (Zoom)**

Monday 5:00pm - 7:30pm

This course is an activity-based course which incorporates the strategies and methodology of teaching science to elementary students. Some content in addition to methodology will be an added component of this course. Elements of physical science, earth science, space science, and life science will be the content basis. This course requires students to have an approved background check and liability insurance prior to the field experience. It is recommended that students take SCNC 101, SCNC 101L, SCNC 102, and SCNC 102L prior to this course. Corequisites: On campus: EDUC 301, EDUC 307, EDUC 318, and EDUC 324. Distance: None.

SPECIAL NOTE ON EXAMS FOR ACCT COURSES

Courses may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor of each course and in the course syllabus at the start of class.

Online Courses Tuition/Fees (regardless of residency)

\$305 per undergraduate credit*
\$335.60 per graduate credit*
\$354.00 per credit for RN-BSN program tuition*

*Additional fees may be required, as noted in this bulletin. Books and instructional materials are NOT included in the prices listed above. Tuition and fees are always subject to change without notice.

Financial Aid Information

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

In order to receive consideration, each student must have on file a complete
2019-2020 Free Application for Federal Student Aid (FAFSA)

Early application is recommended.

Information and forms are also available at:

www.fafsa.ed.gov
<https://mayvillestate.edu/paying-school/financial-aid/>

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

Financial Aid

heather.johnson.4@mayvillestate.edu

701-788-4893

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

Business Office

skye.k.carpenter@mayvillestate.edu

701-788-4757

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

Bookstore

cheryl.angen@mayvillestate.edu

701-788-4823

mayvillestatebookstore.com