

SUMMER 2021

Registration opens April 6



**Application fees waived through May 31, 2021
when you use code: MSUBound**

APPLY NOW!

www.mayvillestate.edu

HOW TO APPLY

Welcome to Mayville State University! To assist you in applying for admission with us, please see your options below.

**Apply now through May 31 and the application fee will be waived when you use the case-sensitive code:
MSUBound**

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

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

To apply for admission so you can take classes without seeking a degree at this time, such as non-degree classes for transfer to another college or university:

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

If you are a teacher seeking professional development courses:

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

Collaborative Enrollment

If you are a Mayville State degree-seeker and would like to take a course at another NDUS school, contact Mindy O'Connor in Admissions at 800.437.4104 ext. 34635.

If you are a degree-seeker from another NDUS institution and would like to take collaborative courses with Mayville State University as your provider, contact the registration office at your home institution to submit a Collaborative Request Form.

SESSION INFO AT A GLANCE

8-WEEK SESSION (May 24 — July 18)

BIOL 220/L BIOL 221/L
 BUSN 330 BUSN 340 BUSN 348
 BUSN 355 BUSN 391
 COMM 110
 EC 210 EC 211 EC 313 EC 333 EC 376
 EDUC 290 EDUC 325 EDUC 350 EDUC 380
 EDUC 381 EDUC 390 EDUC 422 EDUC 426
 EDUC 436 EDUC 522 EDUC 526 EDUC 555
 EDUC 581 EDUC 592 EDUC 593 EDUC 595
 ENGL 426
 GEOG 103 GEOG 300
 HIST 103 HIST 104
 HPER 217 HPER 315 HPER 319 HPER 321
 HPER 340 HPER 442 HPER 444 HPER 497S
 HUM 221
 LMIS 250 LMIS 370 LMIS 445 LMIS 470
 PHYS 211/L PHYS 212/L PHYS 251/L PHYS 252/L
 PSYC 111 PSYC 255 PSYC 422
 SOC 110 SOC 335 SOC 351 SOC 355 SOC 406
 SPAN 101 SPAN 102 SPAN 201 SPAN 202
 SPED 237 SPED 300 SPED 350 SPED 388
 SPED 389 SPED 395 SPED 396 THEA 110

10-WEEK SESSION (May 24 — August 1)

ACCT 200 ACCT 452 ACCT 497S
 BUSN 497S
 ECON 423
 ENGL 110 ENGL 120 ENGL 125 ENGL 320
 MATH 277 MATH 323 MATH 420
 NURS 442 NURS 660
 PSYC 280 PSYC 330 PSYC 332 PSYC 497S
 SCNC 101/L SCNC 102/L
 UNIV 345

1st 5-WEEK SESSION (May 24 — June 27)

BIOL 322L
 EDUC 324
 MATH 103

2nd 5-WEEK SESSION (June 28 — August 1)

HPER 485

NURSING COURSES

10-week

NURS 442 NURS 660

1st 5-week

NURS 470 NURS 530 NURS 610 NURS 625

2nd 5-week

NURS 470 NURS 620 NURS 635

IMPORTANT REGULAR 8-WEEK CLASS INFORMATION:

Last day to add a class 5-28-21
 Last day to drop without a "W" 5-28-21
 Last day for 100% refund 5-28-21
 Last day to drop with a "W" 6-29-21

IMPORTANT REGULAR 10-WEEK CLASS INFORMATION:

Last day to add a class 5-29-21
 Last day to drop without a "W" 5-29-21
 Last day for 100% refund 5-29-21
 Last day to drop with a "W" 7-10-21

IMPORTANT First 5-WEEK CLASS INFORMATION:

Last day to add a class 5-26-21
 Last day to drop without a "W" 5-26-21
 Last day for 100% refund 5-26-21
 Last day to drop with a "W" 6-16-21

IMPORTANT Second 5-WEEK CLASS INFORMATION:

Last day to add a class 6-30-21
 Last day to drop without a "W" 6-30-21
 Last day for 100% refund 6-30-21
 Last day to drop with a "W" 7-21-21

Academic Calendar Summer 2021

April 6 Registration begins for summer courses
Courses require a minimum number of pre-registered students. Any course may be cancelled due to low enrollment. Students will be informed of any cancellation affecting their enrollment before the beginning of the class.

May 24 8-week session courses begin

May 24 10-week session courses begin

May 24 First 5-week session courses begin

May 26 Last day to register/add for first 5-week session

May 26 Last day for no-record drop @ 100% for first 5-week session

May 28 Last day to register/add courses for 8-week session

May 28 Last day for no-record drop @ 100% for 8-week session

May 29 Last day to register/add courses for 10-week session

May 29 Last day for no-record drop @ 100% for 10-week session

May 31 Holiday observed – no classes

June 9 Summer Financial Aid disbursed

June 9 Payment of fees for summer

June 16 Last day to drop a class/withdraw for first 5-week session

June 28 Second 5-week session courses begin

June 29 Last day to drop a class/withdraw for 8-week session

June 30 Last day to register/add courses for second 5-week session

June 30 Last day for no-record drop @ 100% for second 5-week session

July 4 Holiday observed—no classes scheduled

July 10 Last day to drop a class/withdraw for 10-week session

July 21 Last day to drop a class/withdraw for second 5-week session

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

ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED.

ONLINE Course Tuition and Fees

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

Undergraduate—\$314.65 per credit *

Graduate—\$347.98 per credit *

Nursing Undergraduate—\$368.32 per credit *

Nursing Graduate—\$525.00 per credit *

*The costs of books, course materials, and proctor fees are not included in the prices above.

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

Financial Aid

Students interested in receiving summer semester financial aid must have a completed 2020-2021 Free Application for Federal Student Aid (FAFSA) on file with Mayville State University. **If you have not already completed the FAFSA and you intend to seek financial aid, please do so as soon as possible.** No further application is required. However, students seeking federal student loans in the summer must be enrolled in six (6) credits or more. There may be some instances where a student enrolled in less than six (6) credits may be eligible to receive Federal Pell Grant funding, but they would not be eligible for any other funding.

Because summer funding varies for each individual, students are encouraged to contact the Financial Aid Office if they have questions regarding their summer financial aid eligibility.

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

ON CAMPUS Undergraduate Tuition and Fees

Tuition for all summer courses are charged per credit. Subject to change without notice. Final bill payment day: June 9.

Residency	Per Credit
North Dakota	\$303.38
Minnesota	\$333.51
MT, SD, MB, SK, MHEC	\$366.16
All other States	\$428.92
International	\$491.68
Student Service Fee	\$26.30
Technology	\$20.50
Connect ND	\$5.50
NDSA	\$0.04

*The costs of books and course materials are not included in the prices above. See online course tuition and fees for nursing, above.

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

Mayville State Bookstore

Course materials, supplies, clothing, and gifts can be ordered at www.mayvillestatebookstore.com.

For student receiving financial assistance, book and supply charging to student accounts will run May 5 through June 1. If you have any questions, please call 1-800-437-4104, ext. 34823 to reach the Mayville State Bookstore.

The Mayville State Bookstore is located in the Campus Center.

Summer Hours (May 17—August 13):

8:30a.m.—3:00p.m., Mon-Fri

Directions

From Highway 200, turn north on 5th AVE SE and on to Stan Dakken Drive. From Highway 14, turn east onto Stan Dakken Drive. Ample parking is typically available to the east side of the building.

Did you know...?

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

You can reach out to a librarian by emailing us at: library@mayvillestate.edu

You can also use live chat to "Ask a Librarian" on the library webpage at:

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

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

If you prefer to give us a phone call, the library number is: **701.788.4819**

Free on-campus proctoring is available by arrangement for Mayville State University students!

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

Summer Hours:

7:30a.m.—4:00p.m., M-F

(Closed weekends & holidays)



ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED.

Housing/Residence Hall

Summer Housing for Mayville State students:

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



Admitted students may complete a Housing Application by going to our Mayville State University homepage at www.mayvillestate.edu and then following the path below:

www.mayvillestate.edu/campus-living >> select Student Life >> select Residency Life for housing information >> scroll to the Housing Application section to click on the application link or go to https://prdhousing.ndus.edu/masu_thdss/overview.cfm. >> begin application process.

Information on Kindergarten Endorsement

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

- EC 210-Introduction to ECE (3)
- EC 211-Observation/Assessment/Interpretation Tech. (3)
- EC 313-Language/Literacy in ECE (3)
- EDUC 436-Kindergarten Methods (2)
- SPED 237-Special Needs in ECE (3)

Current Mayville State students who wish to teach kindergarten must complete the Early Childhood Education minor, EDUC 436- Kindergarten Methods, and enroll in five (5) S.H. of kindergarten student teaching. ESPB administrative rules are available on the ESPB Website:

<https://www.nd.gov/espb/sites/www/files/documents/SFN-51946-Kindergarten-Endorsement-05-17.pdf>

APPLY NOW!

Mayville State University 1-800-437-4104

Office of Admissions: ext. 34635, MASU.Admissions@mayvillestate.edu

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

Bookstore: ext. 34823, MASU.Bookstore@mayvillestate.edu

Business Office: ext. 34757, michayla.maruska@mayvillestate.edu

Financial Aid Office: ext. 34893, Fin_Aid@mayvillestate.edu

Housing: Contact Campus Programming, ext. 34697.

Registration and Transcripts: Contact the Office of Academic Records, ext. 34774, records@mayvillestate.edu

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

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

Office of Extended Learning

ext. 34667, ExtendedLearning@mayvillestate.edu

Eight-Week Session May 24 - July 18

ANATOMY & PHYSIOLOGY LABS

Class #s: 4635 and 4637

Lab kits will need to be purchased from the MSU bookstore, www.mayvillestatebookstore.com. You will not be able to find the kits elsewhere. The lab kit contains a microscope that uses software compatible with PC computers. On Mac computers, the camera can be used as a driverless imaging device, compatible with various applications, such as ProScope and Photo Booth.

BIOL 220 Anatomy & Physiology I (3)

Non-degree enrollment recommended by May 17, 2021.

Class #4634 Instructors: Joseph Mehus & Anthony Schroeder

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

BIOL 220L Anatomy & Physiology I Lab (1)

Non-degree enrollment recommended by May 17, 2021.

Class #4635 Instructors: Joseph Mehus & Anthony Schroeder

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

BIOL 221 Anatomy & Physiology II (3)

Non-degree enrollment recommended by May 17, 2021.

Class # 4636 Instructors: Joseph Mehus & Anthony Schroeder

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

BIOL 221L Anatomy & Physiology II Lab (1)

Non-degree enrollment recommended by May 17, 2021.

Class #4637 Instructors: Joseph Mehus & Anthony Schroeder

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

BUSN 330 - Computer Applications II (3)

Class: Instructor:

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

BUSN 340 - Project Management (3)

Class: #7429 Instructor: Rhonda Nelson

This course introduces the concepts, processes and knowledge areas of project management as a means of complementing and integrating with other management disciplines. Course objectives are that students will develop an understanding of concepts, processes and knowledge areas critical to successful project completion, along with the development of their own project plan. Students will also identify and recognize the factors that cause projects to exceed budget, time limitations, and generally fail to meet stakeholder expectations. Prerequisite: BUSN 325.

BUSN 348 Personal & Consumer Finance (3)

Class #4676 Instructor: Dustin J. Olson

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

BUSN 355 - Management Information Systems (3)

Class #7430 Instructor: Robert Johnston

Business managers must understand the applications and impact of various information systems, including discipline application software, and the contribution of these systems to improving business processes, managing relationships with external business partners, and creating a competitive advantage for the firm. Prerequisite: BUSN 325.

BUSN 391 - Professional Development (1)

Class #7431 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.

COMM 110 Fundamentals of Public Speaking (3)

Class #4661 Instructor: Jason Hibbs

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. Fall, Spring.

Collaborative Enrollment for Courses with Mayville State University

If you are a degree-seeker from another NDUS institution and would like to take courses collaboratively with Mayville State, please work with the registration office at your home institution to submit a Collaborative Request Form.

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Eight-Week Session May 24 - July 18

EC 210 Introduction to ECE (3)

Class # 4672 Instructor: Sarah Kallock

This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations.

The conditions of children, families, and professionals that affect programs for young children, will also be explored. Some of the conditions addressed include: cultural diversity socio-economic conditions, and family structures. Course content also includes play, and the stages of cognitive, social/affective, and physical development of young children. This course is for educators who will be teaching in Birth to Third Grade classrooms. Co-requisite: EC 211.

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

Class #4673 Instructor: Sarah Ann Kallock

This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use and interpret assessment instruments to determine the ability levels of children (birth-8yrs) representing 'at risk' populations, those with developmental disabilities and special abilities. This course is for educators who will be teaching in Birth to Third Grade classrooms. The class serves as the required course in assessment of young children/children with special needs for early childhood special education licensure. Co- requisite: EC 210.

EC 313 Language & Literacy in ECE (3)

Class # 4642 Instructor: Ann Willeson

This course explores Language Arts in Early Childhood classrooms. The focus will be on literacy, which includes reading, writing, listening and speaking. Students will develop materials, and activities that are developmentally appropriate and based on knowledge of individual children. Second-language development is discussed in regards to preserving a child's home language in order to set a firm foundation for the learning of a second language and the overall enhancement of a child's language and literacy skills. This course is for educators who will teach in Birth to Third Grade classrooms.

EC 333 Pre-K Methods/Materials (3)

Class # 4643 Instructor: Ann Willeson

This course emphasizes developmentally appropriate curricula based on the needs and interests of individual Pre-kindergarten children. This includes an awareness of each child's culture and family background when planning activities. Because play is critical to a child's development, students will plan and implement both children-directed activities and teacher-directed lessons. Students will also design and assess teacher made materials. They will demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies. Prerequisites: EC 210, EC 211; CO-requisite: EC 376.

EC 376 Field Experience in ECE (1)

Class # 4644 Instructor: Ann Willeson

The course is designed to give students a field experience in an early childhood classroom where they will implement curriculum and instructional practices that are covered in EC 333 Pre-K Methods and Materials. Students will actively engage in the early childhood setting, including play time, while under the supervision of professional early childhood staff. Prerequisites: EC 210, EC 211; Corequisite: EC 333.

EDUC 290 Theories of Learning & Management (2)

Class # 4671 — Instructor: Andi Dulski-Bucholz

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 325 Creative Arts in Elementary Classroom (3)

Distance Education Majors Only

Class #4640 Instructor: Ann Willeson

This course is a study of creative arts in the elementary classroom. The course will provide instruction and demonstration in developing and using methods and materials to teach art, music, movement and theater in the K-6 classroom. Prerequisite: EDUC 250. Corequisites for Distance Students: None.

EDUC 350 Reading Assessment and Intervention (3)

Class #4677 Instructor: Yvonne Cannon

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 ...area of instructional and corrective reading intervention. Prerequisite: EDUC 350 and Admission to Teacher Education.

EDUC 380 Teaching English Language Learners (2)

Class # 4641 Instructor: Clayton Dodson

This course will cover 15 topics related to the education of ELLs to include: Use of Home Language Survey, administration and screening assessments, Federal and State Laws on ELL programming and the Rights of ELL's, Federal Title III program guidelines and school requirements, LEP/ELL accommodations for assessment and instruction, ND Century and Administrative Code regarding ELL Programs and Services, Targets, Criteria and Accountability for ELL, Exit Criteria, ACCESS for ELLs annual assessment, and Individualized Language Plans & ELL Program Models. Teacher candidates will develop understandings of programs options for ELL's and learn how to make instructional decisions to respect the individual strengths and needs of English Language Learners based upon ELD Standards and Can-Do Descriptors. Prerequisite: EDUC 250.

EDUC 381 Human Relations and Cultural Diversity (3)

Class # 4645 Instructor: Kelli Odden

This course engages students to analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Teacher candidates will learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. Students will participate in one cultural event.

Prerequisite: EDUC 250.

EDUC 390 Special Needs in an Inclusive Environment (3)

Class # 4646 Instructor: Kelli Odden

This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Prerequisites: Full Admission To Teacher Education, Junior standing.

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Eight-Week Session May 24 - July 18

EDUC 422 Educational Assessment (2)

Class #4647 Instructor: Clayton Dodson

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

EDUC 426/ ENGL 426—Reading in the Content Area (2)

EDUC 426 Class: 4764 Instructor: Clayton Dodson

ENGL 426 Class: 4765 Instructor: Clayton Dodson

EDUC 426 and ENGL 426 are cross-listed. The focus of the course is on development of instructional strategies to teach reading and comprehension in all K-12 classrooms. Studies focus on basic principles of developmental reading theory and practice while focusing on diverse learners and learning styles. Participation in teaching demonstrations support the student's use of teaching strategies. This course emphasizes reflective teaching practice and the commitment to varying teaching methods and assessment approaches for K-12 teachers. Students will complete an arranged literacy-based teaching field experience in the Fall session. This course is required for all secondary education majors. Prerequisite: Admission to Teacher Education and Junior standing

EDUC 436 Kindergarten Methods (2)

Class #7604 Instructor: Cindy Gregg

This course emphasizes developmentally appropriate practices for instruction in the kindergarten classroom. Students explore developmentally appropriate classroom materials, demonstrate skills in student assessment and use of research-based instructional strategies to teach early literacy, science, mathematics, arts, music and movement, and social studies. Students will develop and implement lesson plans that support differentiated instruction and child-directed activities for kindergartners. Students learn strategies to develop supportive home-school relationships and classroom volunteer networks. Prerequisite: EC 210, EC 211 or EDUC 250.

EDUC 522 Educational Assessment (3)

Class # 4662 Instructor: Clayton Dodson

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

EDUC 526 Foundations of Practices in Reading Instruction (3)

Class # 4663 Instructor: Cindy Gregg

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

EDUC 555 Child and Adolescent Development (3)

Class # 4723 Instructor: Lynn DiLivio

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. Fall, Summer.

EDUC 581 Human Relations & Diversity (3)

Class #4709 Instructor: Kelli Odden

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

EDUC 592 Theories of Learning & Management (2)

Class #4759 — Instructor: Andi Dulski-Bucholz

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

EDUC 593 Inclusive Classroom (2)

Class #4664 Instructor: Kelli Odden

This course assists teachers when identifying children, youth and young adults with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, emotional/behavior disorders, autism, and traumatic brain injury) and PL 95- 561 (i.e., gifted and talented). Students will research concepts of inclusion, teaming approaches, assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Students will research the roles and responsibilities of a general education teacher on a special education team. A focus on collaborative processes, organizational support services for students and families, and the individualization of learning plans that support students with disabilities guides research and learning for the course.

EDUC 595 Comprehensive Capstone Project (1)

Arranged

Class #4675 Instructor: Pam Johnson

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

ENGL 426/EDUC 426—Reading in the Content Area (2)

EDUC 426 Class: 4764 Instructor: Clayton Dodson

ENGL 426 Class: 4765 Instructor: Clayton Dodson

EDUC 426 and ENGL 426 are cross-listed. The focus of the course is on development of instructional strategies to teach reading and comprehension in all K-12 classrooms. Studies focus on basic principles of developmental reading theory and practice while focusing on diverse learners and learning styles. Participation in teaching demonstrations support the student's use of teaching strategies. This course emphasizes reflective teaching practice and the commitment to varying teaching methods and assessment approaches for K-12 teachers. Students will complete an arranged literacy-based teaching field experience in the Fall session. This course is required for all secondary education majors. Prerequisite: Admission to Teacher Education and Junior standing

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Eight-Week Session May 24 - July 18

GEOG 103 Multicultural World, Global Issues (3)

Class #4655 Instructor: Thomas Craig

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

GEOG 300 World Regional Geography and Anthropology (3)

Class #4656 Instructor: Thomas Craig

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

Prerequisites: Completion of ENGL 110, ENGL 120 or ENGL 125.

HIST 103 U.S. To 1877 (3)

Class #4659 Instructor: Elliot Rotvold

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

HIST 104 U.S. Since 1877 (3)

Class #4721 Instructor: Travis Cormier

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

HPER 217 Personal & Community Health (2)

Class #4621 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 315 Movement Education in Early Childhood (2)

Class #4620 Instructor: staff

This course is designed for the early childhood educator (birth-8 years) and HPER majors and minors. Students will explore the importance of developmentally appropriate movement education for young children. Developing and implementing a movement education curriculum is at the core of this course. Areas to be covered include: child development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting. Prerequisite: EC 210, EC 211 for education majors. No prerequisites for HPER majors/minors.

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

Class #4670 Instructor: staff

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 #4627 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 340 Modern Issues and Materials In Health (3)

Class #4726 Instructor: Michelle Warren

Emphasis on current trends in health and a collection of health materials that include contemporary topics of diseases, drug abuse, environmental problems, sexuality, smoking and tobacco, consumer products, and others. Students will be responsible for collecting data and information on disease prevention. Aids control, reducing the risks of accidents, and promoting health enhancing dietary practices. Prerequisite: HPER 217.

HPER 442 - Field Experience And Practicum (2)

Class #8681 Instructor: Ashley Tomblin

Arrangements to include teaching and/or coaching experience with elementary and secondary programs, for Physical Education and Coaching majors/minors. Practicum assignments with various recreation, fitness, and/or intramural programs are available for students interested in a related non-teaching career. Exercise Science/Sports Management major and Coaching minor require two semester hours of field experience. Two semester hours of credit is worth eighty (80) clock hours. Fall, Spring, Summer.

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

Class #8865 Instructor: Ashley Nelson

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

HPER 497S - Internship (0.50-10.00)

Class #4622 Instructor: Lindsey Johnson

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

ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED.

Eight-Week Session May 24 - July 18

HPER 442 - Field Experience And Practicum (2)

Class: 8681 Instructor: Ashley Tomblin

Arrangements to include teaching and/or coaching experience with elementary and secondary programs, for Physical Education and Coaching majors/minors. Practicum assignments with various recreation, fitness, and/or intramural programs are available for students interested in a related non-teaching career. Exercise Science/Sports Management major and Coaching minor require two semester hours of field experience. Two semester hours of credit is worth eighty (80) clock hours.

HPER 497S Internship (0.5 -10)

Arranged —Contact Megan Vig 701-788-5254

Class #4622 Instructor: Lindsey Johnson

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

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

Class #7265 Instructor: Glendon Henry

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

LMIS 250 Introduction to Libraries & Information Science (3)

Class #4639 Instructor: Tina Stockdill

Introduction to the foundations of libraries and information science. Communication theory, evaluating information, the value of information, and emerging technologies are emphasized.

LMIS 370 - Reference Sources and Services (3)

Class #7261 Instructor: Jennie Archer

Focuses on understanding library users and communities in order to provide reference services. Includes a survey and effective usage of information sources available online and in print. Expands on topics related to user privacy, information literacy, search strategies, user needs and information-seeking behaviors, plus ethics and professionalism.

LMIS 445 - Standards for Effective Libraries (3)

Class #7262 Instructor: Kelly Kornkven

Study of state and national curricular standards and their application in an effective school library program. Students will use the standards to design a library program, produce lesson plans, and foster collaboration with teachers to promote information literacy.

LMIS 470 - Current Issues in Information Science (3)

Class #7263 Instructor: Kelly Kornkven

Provides ethical and conceptual explorations of current issues and trends facing libraries, librarians, and information consumers. Utilizes advocacy concepts, case studies, and collaboration practices that can help assure a lasting profession.

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Eight-Week Session May 24 - July 18

PHYS 211 College Physics I (3)

Class #4628 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. Special note on PHYS 211 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 211L College Physics I Lab (1)

On-campus students need instructor approval to enroll.

Class #4629 Instructor: Tom Gonnella

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 211. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 211 or have already completed it. Special note on PHYS labs: For this online lab you need to purchase lab kit from the MSU bookstore (about \$610). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$365. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

PHYS 212 College Physics II (3)

Class #4630 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. Special note on PHYS 212 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 212L College Physics II Lab (1)

On-campus students need instructor approval to enroll.

Class #4638 Instructor: Tom Gonnella

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 212. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 212 or have already completed it. Special note on physics labs: For this online lab you need to purchase lab kit from the MSU bookstore (about \$660). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$395. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

PHYS 251 University Physics I (4)

Class #4631 Instructor: Tom Gonnella

Four hours of lecture. A calculus based physics course designed to provide Science and Engineering majors with a deeper understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. This course is intended as an alternative to PHYS 211, not sequential to it. Upon transferring to another NDUS institution, the four course credits obtained in taking this course at MSU may be reduced to three credits. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 251L. Special note on PHYS 251 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 251L University Physics I Lab (1)

On-campus students need instructor approval to enroll.

Class #4632 Instructor: Tom Gonnella

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 251. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 251 or have already completed it. Special note on physics labs: For this online lab you need to purchase lab kit from the MSU bookstore (about \$610). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$365. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

PHYS 252 University Physics II (4)

Class #4633 Instructor: Tom Gonnella

Four hours of lecture. A calculus-based physics course designed to provide science and engineering majors with a deeper understanding of the principles of physics related to thermodynamics, waves, sound, electricity, magnetism, light, and optics. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 252L. Special note on PHYS 252 exams: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 252L University Physics II Lab (1)

On-campus students need instructor approval to enroll.

Class #4660 Instructor: Tom Gonnella

This course consists of two hours of laboratory per week and the assignments derived from the lecture course, PHYS 252. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding Microsoft Excel prior to enrolling in this course. Students should be co-enrolled in PHYS 252 or have already completed it. Special note on physics labs: For this online lab you need to purchase lab kit from the MSU bookstore (about \$660). If the kit is sent back to the bookstore in good condition at the end of the 8-week term, the bookstore will buy the kit back for about \$395. The original cost of the kit is the replacement cost if a kit is not sent back. You will not be able to find the kit elsewhere and the Physics I kit and Physics II kits are different so one kit will not allow you to do all the labs in both courses.

PHYSICS LABS

Class #s: 4629, 4638, 4632, 4660

You will purchase the required kits from MSU Bookstore, as these are built specifically for your experiments and not available from other sources. Lab kits are designed for each lab and you need to purchase a separate kit for each course as the experiments are not the same. Kit 1 used in Physics 211 and Physics 251 is \$610.00 with buyback up to \$365.00. Kit 2 used in Physics 212 and Physics 252 is \$660.00 with buyback up to \$395.00. Buyback value will be based on condition of kit when it is returned to Mayville State. Lab kits should be purchased before term start; assignment due dates will not be extended to accommodate late enrollments or late receipt of books/materials.

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Eight-Week Session May 24 - July 18

PSYC 111 Introduction to Psychology (3)

Class #4665 Instructor: Lynn DiLivio

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

PSYC 255 Child & Adolescent Psychology (3)

Class #4666 Instructor: Lynn DiLivio

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. This course is required for all education majors (early childhood, pre-school, elementary, middle and secondary education). Prerequisite: PSYC 111.

PSYC 422 Educational Assessment (2)

Class #4766 Instructor: Clayton Dodson

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

SOC 110 Introduction to Sociology (3)

Class #4652 Instructor: Lonamalia Smith

An introductory examination of social behavior and human groups through an analysis of the diversity in culture, human interactions, social structure, social differentiation, social change, and social process.

SOC 335 Marriage & the Family (3)

Class #4653 Instructor: Lonamalia Smith

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

SOC 351 Sociology of Aging (3)

Class #4701 Instructor: Lonamalia Smith

A sociological study of the aging process within a life course framework. Course includes a look at individual decisions that impact one's own aging, as well as a look at death and dying. Prerequisite: SOC 110.

SOC 355 Drugs and Society (3)

Class #4654 Instructor: Lonamalia Smith

A study of drug use in modern society. Topics include social definitions, identification, causes, controls, and consequences of both legal and illegal drug use and problems. Prerequisite: SOC 110.

SPAN 101 First Year Spanish I (4)

Class #7266 Instructor: Carmen Rygg

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

SPAN 102 First Year Spanish II (4)

Class #7267 Instructor: Carmen Rygg

Continuation of Spanish I. Prerequisite: SPAN 101.

SPAN 201 Second Year Spanish I (4)

Class #7268 Instructor: Carmen Rygg

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

SPAN 202 Second Year Spanish II (4)

Class #4807— Instructor: Carmen Rygg

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

SPED 237 Special Needs ECE (3)

Class #4648 Instructor: Sarah Kallock

Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to working with students in the inclusive environment. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical. This course is designed for educators who will be teaching in birth to third grade classrooms. Prerequisite: EC 210 and EC 211.

SPED 300 Intro to Applied Behavior Analysis (3)

Class #4715 Instructor: Katherine Terras

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

SPED 350 Reading Assessment and Intervention (3)

Class #4678 Instructor: Yvonne Cannon

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

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Eight-Week Session May 24 - July 18

SPED 388 Autism Spectrum Disorders (3)

Class #4713 Instructor: Carly Theis

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

SPED 389 Foundations of Special Education (3)

Class #4649 Instructor: Carly Theis

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

SPED 395 - Transition (2)

Class: 8639 Instructor: Carly Theis

In this course students will research practices and problem areas in special education specifically related to transition services for students with disabilities occurring from adolescence through early adulthood. This course is designed to prepare candidates in secondary special education to address issues associated with transitioning students from their school to postsecondary choices. This includes transition services, assessments, goal-setting, national and state laws governing the transition process, transition assessments, instructional strategies for transition, school and community-based resources, transition to employment or vocational training, postsecondary education, sexuality, living in the community and life-long disability.

SPED 396 Special Education Law (3)

Class #4650 Instructor: Carly Theis

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

THEA 110 Introduction to Theater Arts (3)

Class #4724 Instructor: Robert Sylskar

This course gives basic orientation and historical perspective to the art of theatre. Students will survey the elements of theatrical production including dramatic styles, acting, directing, design, and technical execution of design, along with the role of audience. Students will participate in MSU theatre activities where appropriate to gain practical experience with the principles they stu

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Ten-Week Session May 24 - August 1

ACCT 200 Elements of Accounting I (3)

Class #4691 Instructor: Rochester Mugumbate

This course introduces the accounting cycle as it applies to service and merchandising entities. Proprietorships, partnerships, and corporate ownership structures are considered. Recommended: BUSN 235 or equivalent knowledge of Excel. **Special note on ACCT 200 exams:** This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

ACCT 452 CPA Review (1-10)

Class #4722 Instructor: Dustin Olson

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

ACCT 497S – Internship

Arranged —Contact Megan Vig 701-788-5254

Class #7505 Instructor: Rhonda Nelson

The student is given an opportunity to work closely with an accountant in an on the job training basis. The accountant guides the student through various levels of a business familiarizing the intern with all aspects of the business. The internship program is dependent upon the availability of employers sites. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship per semester are allowed. Consent of division internship advisor. S/U grading.

BUSN 497S Internship (0.5-10)

Arranged —Contact Megan Vig 701-788-5254

Class #4682 Instructor: Rhonda Nelson

The student is given an opportunity to work closely with management in an on-the-job training basis. The manager guides the student through all levels and departments in a business, familiarizing the intern with all aspects of the business. The internship program is dependent upon the availability of employer sites. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship per semester are allowed. Consent of division internship advisor. S/U grading.

ECON 423 - Global Economic History (3)

Class #8976 Instructor: John Pederson

Cross-listed with HIST 423. This course explores the emergence of a global economy and the causes of global disparities in wealth. Intensive readings and discussion examine the economic rise of the West from circa 1500, the development of the petroleum industry in the Middle East, Latin America, and Asia in the twentieth century and aspects of the contemporary world economy. Pre-requisite: HIST 102 or HIST 104 or instructor consent.

ENGL 110 College Composition I (3)

Class #4657 Instructor: Aprill Hastings

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

ENGL 120 College Composition II (3)

Class #4651 Instructor: Aprill Hastings

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

ENGL 125 - Business and Technical Writing (3)

Class #9090 Instructor: Erin Lord Kunz

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

ENGL 320 Advanced Grammar (3)

Class #4700 Instructor: Aprill Hastings

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

MATH 277 - Mathematics for Elementary Teachers (3)

Class #4683 Instructor: Gretchen Welk

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

MATH 323 - Probability & Statistics (3)

Class: #4696 Instructor: Mary Townsend

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

MATH 420 - History and Philosophy of Mathematics (3)

Class #4707 Instructor: Mary Townsend

A history of mathematics developed from a conceptual as well as a chronological point of view. Mathematics as both a science and an art will be considered with the perspective of different philosophies of math. A computer presentation and a final paper utilizing both text and internet research will be this course's final project. Prerequisite: MATH 103 or equivalent, or consent of instructor.

PSYC 280 Group Dynamics (3)

Class #4702 Instructor: Amy Maslowski

This is a course designed to improve the student's understanding of the nature of group behavior and the techniques of group leadership in a variety of groups, diverse as well as homogeneous groups. The course contains units on principles of group dynamics, nature of leadership, and the formation, development, and structure of groups. Other topics include influence in groups, decision making in groups, intergroup relations and conflict, and teams and teamwork. Prerequisite: PSYC 111.

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Ten-Week Session May 24 - August 1

PSYC 330 Behavior Modification & Management (3)

Class #4694 Instructor: Amy Maslowski

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

PSYC 332 Applied Psychology (3)

Class #4695 Instructor: Amy Maslowski

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

PSYC 497S - Internship (0.50-10.00)

Arranged —Contact Megan Vig 701-788-5254

Class #4729 Instructor: Lynn Dilivio

An off-campus faculty-approved work experience related to the student's major or minor course of study. This experience must have the approval of the instructor. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship per semester are allowed. Course may be repeated depending on the availability of work sites and the quality of the experience. Students are strongly encouraged to work in settings with diverse populations. Prerequisites: Junior or Senior standing, completion of approximately three-fourths of the major or minor program, cumulative grade point average of 2.50, 3.00 grade point average in the major or minor program, consent of instructor. S/U Grading.

SCNC 101 - Natural Science (3)

Class #4687 Instructor: Jeff 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. Fall, Spring.

SCNC 101L - Natural Science Lab (1)

Class #4688 Instructor: Jeff Hovde

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

SCNC 102 - Physical Science (3)

Class #4684 Instructor: Jeff Hovde

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

SCNC 102L - Physical Science Lab (1)

Class #4685 Instructor: Jeff Hovde

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

UNIV 345 Grant Writing (3)

Class #7269 Instructor: Allison Johnson

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

First Five-Week Session May 24 - June 27

BIOL 322L - Techniques in Biotechnology (3)

Class #7675 Instructor: Khwaja Hossain

This lab component is a required course for the Biotechnology Certificate Program. This lab will focus on key concepts and skills necessary for the advancing technologies. Topics covered include: good manufacturing practices, microscopy, meiosis/mitosis, bacterial/cell culturing, nucleic acid and protein isolation and quantification, and introductions to bioinformatics and chromatography. Course offered on demand. Pre-req: BIOL 150/150L.

EDUC 324 North Dakota Studies (1)

Distance education students only

Class #4680 Instructor: Brittany Hagen

Cross-listed with HIST 324. This course is a general project-based study of North Dakota history and geography designed for elementary and secondary social science majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as information on the geographical elements, climate, and state facts and symbols of North Dakota. Prerequisite: EDUC 250. Corequisite: On Campus Students: EDUC 301, EDUC 307, EDUC 318, EDUC 326; Distance Students: None.

MATH 103 College Algebra (3)

Class #4679 Instructor: Melanie Herman

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

Second Five-Week Session June 28—August 1

HPER 485 - Summer Camp Leadership (2)

Class #4681 Instructor: Scott Parker

This is an opportunity for in-depth work with an on campus summer camp in the area of your choice. This is a pre-professional experience in a summer camp setting. Such experiences include observing and participating in all aspects of the coordination of the summer camp and anything associated with the promotion of the camp or school as it relates to the summer camp. The student will be involved with the following: addressing issues arising at the camp, ethical considerations, problem-solving, decision-making, leadership, and communication. Students will work with a coach or HPER faculty member to select an approved experience, and are required to work out the details with the camp coordinator. All summer camp coordination experiences must meet standards of the HPER Division and Mayville State University.

NURSING: 10-Week Session May 24 - August 1

NURS 442 - Population-focused and Community-based Nursing Care II (2)

Class # 4703, #4704 Instructor: Collette Christoffers and Donna Craigmile Undergraduate nursing tuition rates will apply.

Application of theories and principles of population-focused in a community setting. Assigned clinical projects will be completed under the direction of the faculty. Requires 40 hours in a community setting supervised by a qualified nursing preceptor. Hours to be completed within the 10 week block assigned for 442. Prerequisite: NURS 441.

NURS 660 - Nurse Educator EBP Project Capstone (2)

Class# 7835 Instructor: Janell Juelich Undergraduate nursing tuition rates will apply

Based upon an organizational need within an academic or health care setting, innovative change will be recommended by the student through the development of an evidence-based practice project. This course will facilitate the formulation of an implementation and outcomes measurement plan for the selected EBP project. Procedures for the protection of human subjects and IRB approval processes will also be included. Prerequisites: NURS 550, NURS 570, NURS 620, NURS 630 and NURS 640 or Corequisite: NURS 640.

NURSING: First Five-Week Session May 24 - June 27

NURS 470 Nursing Leadership (4)

Undergraduate nursing tuition rates will apply.

Class #4705, #7436 Instructor: Donna Craigmile and Janell Juelich

An exploration of the role of the nurse leader, integrating prior learning with an understanding of the nature of leadership and management theories. An introduction to the principles of project management with application to a clinical leadership project. Consideration of individual student growth, particularly related to the student outcomes of the program and personal goals for future growth. Prerequisites: NURS 310, NURS 350.

NURS 530 - Advanced Clinical Practice Concepts II (3)

Graduate nursing tuition rates will apply.

Class #7437 Instructor: Jennifer Johnson

This is the second of a two-course sequence focused on advancing knowledge of clinical practice in the areas of health assessment, pathophysiology, and pharmacology for individuals across the lifespan. With integration of advanced concepts across all three direct care areas, this course will foster the development of in-depth knowledge and expertise necessary to teach students, patients, and caregivers and lead positive patient care outcomes as a future nurse educator. Prerequisites: Admission to the MSN Program and NURS 520.

NURS 610 - Foundations and Teaching Strategies for Nursing Education (4)

Graduate nursing tuition rates will apply.

Class #7439 Instructor: Janell Juelich and Chris Gonnella

This course will explore the role of the nurse educator in academic and health care environments. Study of various theories of adult learning, health communication, health literacy, simulation and technology, and knowledge development will provide a foundation to apply educational theories in academic and practice settings. Taxonomies of learning, instructional design concepts, theory-based teaching and learning strategies, and use of best evidence and innovative approaches to meet diverse learning needs will be studied with emphasis on the dynamic and continually developing nurse educator role. Prerequisite: Admission to the MSN Program or Division of Nursing approval.

NURS 625 - Foundations of Effective Leadership & Intercolaborative Teamwork (3)

Graduate nursing tuition rates will apply.

Class #7761 Instructor: Carey Haugen and Sara Stetz

Guided by the philosophical and theoretical underpinnings foundational to leadership and management, this course will examine various leadership styles, leadership assessment tools, principles of servant leadership, and the use of business leadership models and theories to promote effective leadership and greater leadership accountability to advance health care. Additional topics of exploration include the complexities of organizational systems and cultures, group dynamics, motivation, power and politics, workplace communication, team dynamics, and group processes. Qualities of effective leadership will be applied to conflict management, change management, intervention strategy, coaching and mentoring, crucial conversations, and strategies for designing and supporting intercolaborative teamwork. Prerequisite: Admission to the MSN program or Division of Nursing approval.

NURSING: Second Five-Week Session June 28—August 1

NURS 470 Nursing Leadership (4)

Undergraduate nursing tuition rates will apply.

Class #4706 Instructor: Collette Christoffers and Donna Craigmile

An exploration of the role of the nurse leader, integrating prior learning with an understanding of the nature of leadership and management theories. An introduction to the principles of project management with application to a clinical leadership project. Consideration of individual student growth, particularly related to the student outcomes of the program and personal goals for future growth. Prerequisites: NURS 310, NURS 350.

NURS 620 - Curriculum Development in Nursing Education (3)

Graduate nursing tuition rates will apply.

Class: 7440 Instructor: Carey Haugen

This course will explore curriculum philosophies and theoretical processes that guide program and curriculum development, assessment, and evaluation to foster a learner-centered environment for diverse populations. Current societal, professional, and educational trends, institutional factors, collaborative practices, adult learning principles, legalities and ethics, professional and national standards, and regulations that affect nursing education curricula will be analyzed. Prerequisite: NURS 610.

NURS 635 - Optimizing the Complex Health Care System (3)

Graduate nursing tuition rates will apply.

Class: 7834 Instructor: Carey Haugen and Sara Stetz

Within this course, students will use a systems approach to explore the organizational structures that influence health care quality and positive patient outcomes. With an emphasis on the importance of interdisciplinary collaboration, students will explore various concepts of quality improvement including clinical and service quality planning, control and improvement initiatives, models and tools for process improvement, and the importance and use of metrics in daily operations. Guided by the roles and responsibilities of the nurse administrator outlined in the standards of practice for nursing administration, students will explore additional topics including strategic planning and management, high reliability organizations, patient safety and legal and regulatory compliance, the role of accreditation organization requirements in patient safety; evidence-based outcomes and standards of care; the development and archiving of reports, data, and device evidence in medical error situations, and managing patient safety compliance through credentialing of health care professionals. Prerequisite: Admission to the MSN program or Division of Nursing approval.

ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED.