



FALL 2019

**MAYVILLE STATE UNIVERSITY
IVN and ONLINE COURSES**

www.mayvillestate.edu

Registration begins April 2, 2019

ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED

Liberal Arts — Essential Studies Online

Regular Academic Session (August 26-December 20)

COMM 110 Fundamentals of Public Speaking (3)

Class #1738 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)

Class #1826 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)

Class #1747 Instructor: Stashenko Hempeck

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 317 Children's Literature (3)

Class #11038 Instructor: Aubrey Madler

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

GEOG 103 Multicultural World, Global Issues (3)

Class #1756 Instructor: Thomas Craig

This is an introductory course focusing on how diversity, global and multicultural issues affect communities around the world. The course is focused on modes of critical thinking that stress both considerations of 'space and place' and the interconnected roles of the 'local' and 'global' in shaping our world. Topics included are the global distribution of population, migration, popular culture, languages, religions, ethnicities, environment, food and agriculture, urbanization and economic systems.

GEOG 300 World Region Geography & Anthropology (3)

Class #1758 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 101 Western Civilization I (3)

Class #1761 Instructor: Staff

History 101 is designed to provide students with a basic knowledge of World History from the Ancient Near East through the Protestant Reformation. Areas covered are: the Ancient Near East, Greece, Roman Republic and Empire, Middle Ages, Renaissance and Protestant Reformation.

HIST 103 U.S. History to 1877 (3)

Class #1763 Instructor: Staff

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

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

Class #1769 Instructor: Greta Paschke

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

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

Class #1771 Instructor: Eric Johnson

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 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)

Class #1785 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 255 Child & Adolescent Psychology (3)

Class #1790 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 290 Theories of Learning & Management (2)

Class #11054 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 #15674 Instructor: Robert Bennett

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 110 Introduction to Sociology (3)

Class #1805 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 355 Drugs and Society (3)

Class #1807 Instructor: Lonamalia Parsons 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 #1810 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 #1811 Instructor: Carmen Rygg

Continuation of Spanish I. Prerequisite: SPAN 101.

SPAN 201 Second Year Spanish I (4)

Class #1812 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 #1813 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.

UNIV 100 Seminar on Success (1)

Class #1889 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.

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Business and CIS Online

Regular Academic Session (August 26-December 20)

ACCT 201 Elements of Accounting II (3)

Class #1904 Instructor: Eugene Levitt

This course is a continuation of Elements of Accounting I and focuses on in-depth coverage of financial statements, particularly as they apply to manufacturing concerns. Managerial accounting topics comprise a significant component of this course. Prerequisite: Completion of ACCT 200 with a "C" grade or higher. Recommended: BUSN 235, or equivalent knowledge of Excel.

Special note on ACCT 201 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 325 Management Theory & Research (3)

Class #2092 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.

Special note on BUSN 325 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 334 Business Communication (3)

Class #1916 Instructor: Donna Gutschmidt

This course is designed to cover a full range of business communications whether it be external/internal written, oral, and/or nonverbal. The application of skills will be exhibited by using traditional methods and technology. This course requires students to demonstrate successful individual and collaborative communication skills in the areas of electronic, verbal, and nonverbal communication. This course should immediately improve a student's communication while building a solid foundation of skills to be used inside and outside of the contemporary business environment. Prerequisites: ENGL 120 or ENGL 125, COMM 110.

Special note on BUSN 334 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 340 Project Management (3)

Class #1917 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.

Special note on BUSN 340: This course may require stu-

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

BUSN 352 Marketing Theory & Research (3)

Class #2094 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.

Special note on BUSN 352 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 355 Management Information Systems (3)

Class #1921 Instructor: Eugene Levitt

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

Special note on BUSN 355 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 357 Professional Selling (3)

Class #1912 Instructor: Robert Tangsrud

This course provides a study of the professional selling process including prospecting, qualifying, need-discovery and development, relationship-building, presentations, handling objections, closing, and post-sale service. The course will employ a variety of learning methods to provide students opportunity to develop in professionalism and knowledge of business and selling. Prerequisite: BUSN 352.

Special note on BUSN 357 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 429 Advanced Marketing Management (3)

Class #1925 Instructor: Robert Tangsrud

This course provides an advanced look at the scope and nature of marketing, and offers the student opportunity to develop his/her ability to use knowledge and analytical skills gained in other marketing and business courses. Students will be afforded occasion to explore and engage with topics crucial to the development, implementation, and control of marketing programs and activities designed to build, measure, and manage brands and brand equity. Prerequisite: BUSN 352.

Special note on BUSN 429 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 430 Professional Leadership (3)

Class #1926 Instructor: Robert Johnston

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.

Special note on BUSN 430 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 436 Organizational Development (3)

Class #1927 Instructor: Theodore Stoa

Organizational Development is the process of improving effectiveness and efficiency by increasing the capacity for individuals, groups and organizations to adapt to change. This course will focus on a variety of topics that include: quality of work-life, best practices in leading change, assessing & changing an organization's culture, managing change initiatives in organizations, make a persuasive case for change, engaging your team & stakeholders, and overcome resistance to change. Prerequisite: BUSN 454.

Special note on BUSN 436 exams: This course may require students to purchase and use ProctorU services for the proctoring of up to three exams. Details will be provided by the instructor and in the course syllabus at the start of class.

BUSN 482 Business Comprehensive (3)

Class #2085 Instructor: Robert Tangsrud

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

CIS 175 Information Literacy (1)

Class #15288 Instructor: Kelly Kornkven

First 8 weeks only (August 26– thru October 20)

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.

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OTHERWISE NOTED

Early Childhood Online

Regular Academic Session (August 26-December 20)

EC 298 AA Internship (3)

Class #1984 Instructor: Kelli Odden

\$150 course fee

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 320 Infants and Toddlers (3)

Class #1986 Instructor: Ann Willeson

This course is designed for students in the Early Childhood Program. Topics include the care of infants and toddlers in group settings, current issues and trends in the profession, and working with parents. The beliefs and values of other cultures as they relate to infant/toddler care are also explored. Students will learn about play, the stages of cognitive, social, affective and physical development of very young children and will observe infants and toddlers, ages 0 -30 months in group settings. Students will learn to identify family, cultural and community influences on child development.

EC 322 Administration & Leadership in ECE (3)

Class #1987 Instructor: Allison Dybing-Driessen

This course focuses on the development and administration of Early Childhood programs, based on quality childcare research and child development theories. Students will become familiar with the management aspects of childcare programs. The following topics will be covered: health and safety regulations, finance, working with parents and the community, and licensing requirements will be considered. Students will also focus on leadership and building their skills in educational leadership. This course is for educators who will teach Birth to Third Grade classrooms. Prerequisites: EC 210 and EC 211.

EC 338 Home, School, & Community Relations (3)

Class #1988 Instructor: Kelli Odden

Cross-listed with SPED 338. Students will learn how to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents but also with other professionals and agencies that support children's development. Students will learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Students will learn to affirm and respect the diversity of individual families. This course is for educators who will teach in Birth to Third Grade classrooms. Prerequisite: EC 210, EC 211 or EDUC 250

EC 342 Routines & Guidance in Infant & Toddler Programs (3)

Class #10987 Instructor: Ann Willeson

This course will explore the influence of the physical setting, schedule, routines, and transitions on infant and toddler development. Students will learn how to use these experiences to promote children's development and learning. The course will also address the unique guidance techniques needed when caring for very young children. Prerequisites: EC 210 and EC 211.

EC 375 Supervised Tutorial Experience (3)

Class #1989 Instructor: Ann Willeson

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 #1991 Instructor: Kelli Odden

\$300 course fee

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.

EC398A BA Internship (3)

Class #1992 Instructor: Kelli Odden

\$150 course fee

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 418 Technology, Math, & Science in ECE (3)

Class #1994 Instructor: Ann Willeson

The purpose of this course is to give students the opportunity to develop creative ways to involve children with technology. Practical advice for infusing math, science, and technology as an integrated curriculum will be addressed and discussed. In addition, how to make the most of available technologies to spark children's learning and imagination while integrating the natural pairing of math, science and technology will be explored. Prerequisite: EC 333.

EC 495 Service Learning in ECE (2)

Class #1995 Instructor: Staff

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.

SPED 237 Special Needs in ECE (3)

Class #2057 Instructor: Staff

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.

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APPLY TODAY!



Education Online

Regular Academic Session (August 26-December 20)

EDUC 250 Introduction to Education (3)

Class #1999 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 #2048 Instructor: Brittany Hagen

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.

EDUC 276 Praxis Core Acad Skills Prep (1)

Class #2001 Instructor: Kelly Komkven

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 #2003 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 #2090 Instructor: Kayla Smith, Andi Dulski-Bucholz

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.

EDUC 307 Math Strategies in the Elementary & Middle School Classroom (3)

Class #1733 Instructor: Pamela Johnson

In this course, students will learn and practice a variety of instructional methods pertaining to the teaching of mathematics. On campus offerings will include observation of elementary students. Students will write lesson plans incorporating math hands-on materials enabling their future students to be interactive with math. The course covers both National and State standards for Mathematics teaching and content. Diversity topics of the elementary/middle school classrooms will be addressed. Prerequisite: MATH 277 or equivalent or instructor consent. Corequisite: On Campus: EDUC 301, EDUC 318, EDUC 324, SCNC 321. Distance: None.

EDUC 317 Children's Literature (3)

Class #11036 Instructor: Aubrey Madler

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

EDUC 380 Teaching English Language Learners (2)

Class #2008 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 398 Secondary Education field experience (1)

Class #2067 Instructor: Sarah Anderson

\$50 course fee

This course is designed for teacher candidates who are earning one or more secondary education majors and complements their content area methods course (i.e., English, Sciences, Social Sciences, PE, Health, and Math). The experience will include a 30-hour field placement in a secondary school classroom (grades 7-12). Time in the school setting is reserved through registered hours on Tuesday and Thursday mornings with actual schedules being arranged between the candidate and the cooperating teacher. Teacher candidates will observe their cooperating teachers, teach 3 lessons of which 2 must be consecutive, reflectively journal, demonstrate professional disposition and model ethical practice. The teacher candidate will be observed by their methods instructor at least once during the experience; this observation will include pre and post

conferences and feedback on instruction. Prerequisite:

Admission to Teacher Education. Corequisite: EDUC 481, EDUC 482, EDUC 483, EDUC 484, or EDUC 485.

Special note on EDUC 398: This course requires students to have an approved background check and liability insurance prior to the field experience.

EDUC 400 Student Teaching (10)

Class #2015 Instructor: Andi Dulski-Bucholz

\$425 course fee within 80-mile radius

\$925 course fee beyond 80-mile radius

Full-time supervised student teaching experience in the teacher candidate's major areas of study for 15 weeks of accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support teacher candidates in this experience in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide the candidate new and diverse teaching experiences to allow for greater professional growth. Teacher candidates who are obtaining a kindergarten endorsement will also need to register for 400A, double majors will also need to register for 400A, and SPED double majors will also need to register for SPED 400B. Prerequisite: Admission to Teacher Education, EDUC 401S. Corequisite: EDUC 401

EDUC 400A Part-Time Student Teaching (5)

Class #2016 Instructor: Andi Dulski-Bucholz

\$200 course fee within 80-mile radius

\$700 course fee beyond 80-mile radius

Teacher candidates who are obtaining a kindergarten endorsement and double majors will need to register for 400A. This is a part-time supervised student teaching experience in the teacher candidate's area(s) of study for 5 weeks in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support teacher candidates in this experience in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide new and diverse teaching experiences to allow for greater professional growth. SPED double majors register for SPED 400B. Prerequisite: Admission to Teacher Education. Corequisite: EDUC 401.

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

Class #2018 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.

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EDUC 401S Pre-Student Teaching Seminars (0)

Class #2020 Instructor: Kayla Smith, Andi 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 Teaching.

EDUC 436 Kindergarten Methods (2)

Class #2023 Instructor: Cindy Gregg
This course emphasizes developmentally appropriate practices for instruction in the kindergarten classroom. Students design and assess teacher-made materials, demonstrate skills in student assessment and use of research-based instructional strategies to teach early literacy, science, mathematics, arts, music and movement, and social studies. Students will develop and implement lesson plans that support differentiated instruction and child-directed activities for kindergartners. Students learn strategies to develop supportive home-school relationships and classroom volunteer networks. Prerequisite: EC 210, EC 211, EDUC 250.

EDUC 483 Secondary Methods for Mathematics (2)

Class #2068 Instructor: Fredrick Strand
These courses are designed to assure that pre-service students majoring in content specific secondary education programs will be exposed to the same curricular topics, which include creating of a unit of instruction with lesson plans, the opportunity to teach the unit to high school students, ability to use a rubric for assessment purposes, classroom organization and management, and use of alternative instructional strategies adapted to subject matter content. Students will write a philosophy of education paper specific to their content area. Other topics will be covered as appropriate to specific subject methods. Prerequisites: EDUC 480 and Admission to Teacher Education. No other courses may be taken on Tues or Thurs morning from 8-1. Corequisite: EDUC 398.

LMIS 317 Children's Literature (3)

Class #11034 Instructor: Aubrey Madler
Cross-listed with EDUC 317 and ENGL 317. A survey of children's literature, past and present and covering all genres including a balance of non-fiction to support North Dakota State Standards in the classroom. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children. Students also review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) while completing online research to create cultural units that infuse diversity and literature across the curriculum. Prerequisite: Sophomore standing.

SPED 237 Special Needs in ECE (3)

Class #2057 Instructor: Staff
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 330 Behavior Modification & Management (3)

Class #13891 Instructor: Carly Theis
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 338 Home, School, Community Relations (3)

Class #2035 Instructor: Kelli Odden
Cross-listed with EC 338. Students will learn how to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents but also with other professionals and agencies that support children's development. Students will learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Students will learn to affirm and respect the diversity of individual families. This course is for educators who will teach in Birth to Third Grade classrooms. Prerequisites: EC 210 and EC 211, or EDUC 250.

SPED 344 Augmented & Alternative Communication (3)

Class #2036 Instructor: Staff
Designed with 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. Prerequisites: EC 210 and EC 211.

SPED 351 Remedial Reading Practicum (1-2)

Class #2038 Instructor: Jeni Peterson
\$50 course fee
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 382 Intellectual Disabilities (3)

Class #2039 Instructor: Carly Theis
This course is designed to focus on the characteristics of and researched strategies for teaching children, youth and young adults with intellectual disabilities (also known as developmental or cognitive disabilities). Areas of study include terminology and etiological factors, legal parameters, assessment techniques, influence of cultural variables, current issues, and effective methods and materials of instruction. Prerequisite: SPED 389. Corequisite: SPED 383 (for special education majors only).

SPED 383 Intellectual Disabilities Practicum (1-2)

Class #2040 Instructor: Carly Theis
\$50 course fee
This clinical course is designed for students who are earning a degree in special education and complement coursework on individuals with intellectual disabilities. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with intellectual disabilities. Students will apply concepts and methods in a special education setting from the accompanying methods course. The student performs other assignments as outlined through their accompanying method course. Prerequisite: SPED 389. Corequisite: SPED 382 (for special education majors only).
Special note on SPED 383: This course requires students to have an approved background check and liability insurance prior to the field experience.

ALL CLASSES

ARE OFFERED "ONLINE"

UNLESS OTHERWISE NOTED

Graduate Level Courses Online—Education

Regular Academic Session (August 26-December 20)

EDUC 500 Teaching Mentorship Clinical Experience (6)

Class #2026 Instructor: Andi Dulski-Bucholz

\$425 course fee within 80-mile radius

\$925 course fee beyond 80-mile radius

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 #10548 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. Prerequisites for Graduates: None; Prerequisites for Undergraduates: Required methods course and acceptance into the Education program.

EDUC 503 Online K-12 Instructional Methodology (3)

Class #10549 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. Prerequisites for Graduates: None; Prerequisites for Undergraduates: Acceptance into Teacher Education, and the successful completion of Methods courses.

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

Class #10550 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. Prerequisites for Graduates: None; Prerequisites for Undergraduates: Acceptance into Teacher Education, and the successful completion of Methods courses.

EDUC 505 Field Study (3)

Class #10551 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. Prerequisites 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 550 Foundations of Education & Leadership (3)

Class #2027 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 555 Child & Adolescent Development (3)

Class #2028 Instructor: Lynn DiLivio

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

EDUC 572 Instructional Resources & Technology (2)

Class #2029 Instructor: Brittany Hagen

This course will focus on the background knowledge and instructional methods using technologies to support student learning and achievement. The use of technology as a tool to teach and support 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 592 Theories of Learning & Management (2)

Class #2030 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.

EDUC 595 Comprehensive Capstone Project (1)

Class #2031 Instructor: Andi Dulski-Bucholz

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



ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED

Nursing Online

Regular Academic Session (August 26-December 20)

NURS 442 Population-Focused/Community-Based Care II (2)

Class #1899, #10703 Instructor: Monica Ptacek

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.

Nursing Online

First 5-Week Session (August 26-September 30)

NURS 350 Baccalaureate Role Development (3)

Class #2111, #2112 Instructor: Collette Christoffers, 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 441 Population-Focused/ Community-Based Care I (4)

Class #2113 Instructor: Monica Ptacek, 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.

Nursing Online

Second 5-Week Session (October 1– November 4)

NURS 310 Nursing Informatics & Health Care Technologies (2)

Class #2114, #2115 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 450 Issues in the Health Care Systems – Focus on Rural Health (3)

Class #2116 Instructor: Monica Ptacek, Janell Juelich

Nursing tuition rate will apply

Consideration of the current and emerging forces that will affect the quality of health care delivered to the population, particularly those residing in rural settings. Issues related to health-care relevant policy, finance, and regulation will be included. Prerequisites or Corequisites: NURS 310, NURS 350.

NURS 460 Ethical Dilemmas in HealthCare (3)

Class #2117, #2118 Instructor: Collette Christoffers, Lindsay Bontjes

Nursing tuition rate will apply

Overview of the ethical dilemmas encountered in health care. Application of ethical principles to the complicated situations encountered by nurses, with a special consideration of vulnerable populations and end-of-life care. Prerequisites or Corequisites: NURS 310, NURS 350.

Nursing Online

Third 5-Week Session (November 5-December 13)

NURS 450 Issues in the Health Care Systems – Focus on Rural Health (3)

Class #2119, #2120 Instructor: Monica Ptacek, Janell Juelich

Nursing tuition rate will apply

Consideration of the current and emerging forces that will affect the quality of health care delivered to the population, particularly those residing in rural settings. Issues related to health-care relevant policy, finance, and regulation will be included. Prerequisites or Corequisites: NURS 310, NURS 350.

NURS 460 Ethical Dilemmas in HealthCare (3)

Class #2117, #2118 Instructor: Collette Christoffers, Lindsay Bontjes

Nursing tuition rate will apply

Overview of the ethical dilemmas encountered in health care. Application of ethical principles to the complicated situations encountered by nurses, with a special consideration of vulnerable populations and end-of-life care. Prerequisites or Corequisites: NURS 310, NURS 350.

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Health, Physical Education, and Recreation (HPER) Online

Regular Academic Session (August 26-December 20)

HPER 217 Personal & Community Health (2)

Class #1944 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 #1946 Instructor: Staff

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 310 Foundations and History of Health, PE, and Sports (2)

Class #11023 Instructor: Ashley Nelson

An introduction to health, physical education, fitness and wellness, sport management and coaching as a profession. This course will study the history and principles underlying the formation of such programs. The relationship of physical education to general education is given special attention.

HPER 315 Movement Education in Early Childhood (2)

Class #1952 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 321 Foundations & Methods of Coaching (2)

Class #1955 Instructor: William Tomblin

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

HPER 333 Adapted Physical education (2)

Class #11024 Instructor: Ashley Nelson

Etiology of specific handicaps and adaptations of various activities in which individuals may participate at various grade levels. Students will understand the referral, assessment, planning and placement procedures specific to teaching students with disabilities in physical fitness and gross motor skills. Theory and practical work will be emphasized. Prerequisite: Junior standing.

HPER 360 Sport & Exercise Psychology (2)

Class #1961 Instructor: Lindsey Johnson

Examination of psychological constructs influencing the competitive sport process, motor performance, and exercise behavior, as well as the influence of sport and exercise on psychological and emotional factors.

HPER 380 Sport Sociology (2)

Class #11030 Instructor: Joel White

Surveys the principles that underlay the social structure and processes that create and transform the function of sports in American culture, with the focus on the contemporary scene.

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

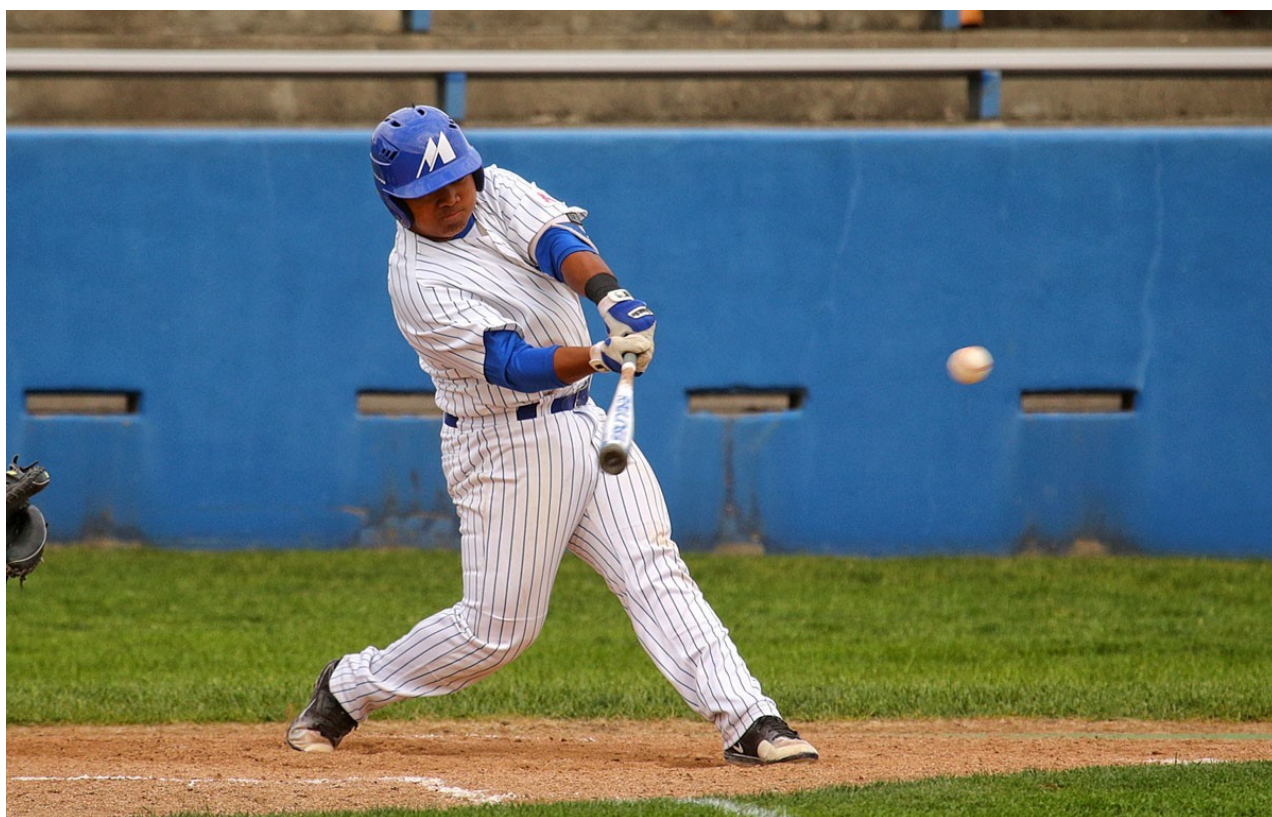
Class #11026 Instructor: Ashley Nelson

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 7-12 (1)

Class #11025 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.



Biology Online

BIOL 220 Anatomy & Physiology I (3)

Class #1834 Instructor: Joseph Mehus

Non-degree enrollment deadline: August 19, 2019

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)

Class #1836 Instructor: Joseph Mehus

Non-degree enrollment deadline: August 19, 2019

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)

Class #1838 Instructor: Joseph Mehus

Non-degree enrollment deadline: August 19, 2019

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)

Class #1839 Instructor: Joseph Mehus

Non-degree enrollment deadline: August 19, 2019

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.

ONLINE

ANATOMY & PHYSIOLOGY LABS

Class #s: 1836 and 1839

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

Mathematics and Science Online

CHEM 121 General Chemistry I (3)

Class #2071 Instructor: Jeffrey Hovde

This course is an introduction to the fundamental concepts of chemistry including matter, measurement, atoms, ions, molecules, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, and gases. The course consists of 3 hours of lecture per week. Co-requisites: CHEM 121L and MATH 103. Pre-requisite: None.

CHEM 121L General Chemistry I Lab (1)

Class #2072 Instructor: Jeffrey Hovde

Students will develop familiarity with equipment and techniques used in chemical laboratories; will learn about the process of scientific inquiry; will develop an awareness of safety issues in a chemical laboratory; will gain an understanding of quantitative measurements, significant figures; and will perform a variety of experiments like determining chemical formulae, characterizing solutions, thermochemical measurements, elementary synthesis reactions, solubility measurements. The course consists of 2 hours of laboratory per week. Co-requisite: CHEM 121. Pre-requisite: None.

MATH 103 College Algebra (3)

Class #1857 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 105 Trigonometry (2)

Class #1861 Instructor: Mary Townsend

Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications.

MATH 166 Calculus II (4)

Class #1871 Instructor: Fredrick Strand

Applications and techniques of integration; polar equations; parametric equations; sequences and series, power series. Prerequisite: MATH 165.

MATH 323 Probability & Statistics (3)

Class #1865 Instructor: Fredrick Strand

A course beginning with the study of probability and continuing with the mathematical theory of statistics from the set theoretic point of view. Prerequisite: MATH 103 or equivalent.

MATH 420 History & Philosophy of Mathematics (3)

Class #1866 Instructor: Mary Townsend

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

MATH 443 Algebraic Structures with Programming for Majors (3)

Class #1869 Instructor: Mary Townsend

Course covers topics in both the linear and abstract algebra. Linear algebra topics of matrix operations, determinants, systems of linear equations, linear transformations, eigenvectors, and vector spaces are covered. Linear programming, solving matrices, and determinants with computer software, and graphing calculators to illustrate applications. Abstract Algebra topics covered: modular arithmetic, groups, isomorphisms, fields, rings, and integral domains are learned through the study of reals, integers, rationals, polynomials, and complex numbers. Prerequisite: MATH 165.

MATH 480 Mathematics Comprehensive (1)

Class #1872 Instructor: Fredrick 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.

SCNC 102 Physical Science (3)

Class #1883 Instructor: Jeffrey Hovde

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

SCNC 102L Physical Science Lab (1)

Class #1886 Instructor: Jeffrey Hovde

Arranged

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

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OTHERWISE NOTED

Physics Online

Regular Academic Session (August 26-December 20)

SPECIAL NOTE ON PHYSICS LABS

Class #s: 14864, 147865, 14866, 14867

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.

PHYS 211 College Physics I (3)

Class #1874 Instructor: Thomas Gonnella

Three hours of lecture. An algebra-based physics course designed to provide a general, conceptual understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. Students should have already completed MATH 103 and MATH 105 before enrolling in this course. Students should be co-enrolled in PHYS 211L.

SPECIAL NOTE ON PHYS 211 EXAMS: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 211L College Physics I Lab (1)

Class #14864 Instructor: Thomas 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.

PHYS 212 College Physics II (3)

Class #1876 Instructor: Thomas Gonnella

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

SPECIAL NOTE ON PHYS 212 EXAMS: 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)

Class #147865 Instructor: Thomas 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.

PHYS 251 University Physics I (4)

Class #1877 Instructor: Thomas 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 be co-enrolled in PHYS 251L.

SPECIAL NOTE ON PHYS 251 EXAMS: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 251L University Physics I Lab (1)

Class #14866 Instructor: Thomas 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.

PHYS 252 University Physics II (4)

Class #1878 Instructor: Thomas Gonnella

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

SPECIAL NOTE ON PHYS 252 EXAMS: This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

PHYS 252L University Physics II Lab (1)

Class #14867 Instructor: Thomas 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.



ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED

IVN Remote (Interactive Video Network) with Online Synchronous Courses (Regular Academic Session Aug 26-Dec 20)

ACCT 300 Intermediate Accounting I (4)

Class #11022 Instructor: Eugene Levitt

Tues/Thurs 3:30pm - 4:45pm

IVN Sites: LRSC, CCCC, and WSC*

Online Synchronous*

A study of current accounting theory and practical applications of generally accepted accounting principles with emphasis on the theoretical framework of accounting, the basic financial statements, the accounting process, current assets, and long-lived assets. Prerequisite: ACCT 201. Recommended: BUSN 235 or equivalent knowledge of Excel.

ACCT 315 Business in Legal Environment (3)

Class #1906 Instructor: Thomas Moe

Mon/Wed/Fri 8:00am - 8:50am

IVN Sites: LRSC and CCCC*

Online Synchronous*

The field of business law is introduced with emphasis on legal principles involved in contracts, agency, sales, warranties, and product liability. An overview of the American court system is also included

ACCT 400 Individual Income Taxation (3)

Class #1909 Instructor: Dustin Olson

Mon/Wed/Fri 12:00pm - 12:50pm

IVN Sites: LRSC and CCCC*

Online Synchronous*

A study of federal income tax laws applicable to individuals and small business. Prerequisite: Junior standing.

BUSN 310 Fundamentals of Real Estate & Insurance (3)*

Class #1914 Instructor: Thomas Moe

Tues/Thurs 8:00am - 9:15am

IVN Sites: LRSC and CCCC*

Online Synchronous*

General introduction to real estate and insurance as a business and a profession including real property concepts, and liability, homeowner's and personal automobile insurance concepts. Designed to prepare students for the real estate license exam, the insurance license exam, and for continuing professional education.

EDUC 301 Strategies in the Elementary School (3)

Class #2004 Instructor: Brittany Hagen

Tuesday 6:30pm - 7:50pm

IVN Sites: MaSU, LRSC, NDSCS and WSC**

Online Synchronous**

This course is required of all elementary majors. This course includes planning for instruction, learning styles, cooperative learning, and classroom management among several other research-based best practices. Throughout the course, teacher candidates participate in a wide array of field experiences with elementary students, using the backwards design lesson planning format. Lesson planning is done using Mayville State's lesson planning template with particular emphasis on standards, objectives, assessment, and instructional strategies. This course requires students to have an approved background check and liability insurance prior to the field experience. Prerequisite: EDUC 250. Corequisite: On Campus Students: EDUC 307, EDUC 318, EDUC 324, SCNC 321. Distance Students: EDUC 318.

EDUC 318 Reading in the Elementary School (3)

Class #2051 Instructor: Cindy Gregg

Tuesday 5:00pm - 6:20pm

IVN Sites: MaSU, LRSC, NDSCS, and WSC**

Online Synchronous**

An introductory course in the teaching of developmental reading at the elementary level. The course includes directed study and reflective research in reading instruction theory and a field-based experience. A balanced approach to literacy is used and includes a variety of instructional strategies with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will apply these five areas of reading instruction in a field experience. This course requires students to have an approved background check and liability insurance prior to the field experience. Prerequisite: EDUC 250. Corequisite: Distance: EDUC 301. On Campus: EDUC 301, EDUC 307, EDUC 324, SCNC 321.

SCNC 321 Science Strategies for Elementary Teachers (3)

Class #10966 Instructor: Jeffrey Sieg

Monday 5:00pm - 7:30pm

IVN Sites: MaSU, LRSC, NDSCS, and WSC**

Online Synchronous**

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.

What is an Online Synchronous course?

In online synchronous courses, students do their work in the online environment, but they are also **required to join scheduled class times** via PEXIP with a web camera and microphone.

*Special Note on IVN Class #s 11022, 1906, 1909, 1914

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 IVN Class #s 2004, 2051, 10966

Students located within 45 miles of Mayville, Devils Lake, Williston, and Wahpeton will be required to attend class at an IVN site in the local college, unless they are the only student at a site.

Students located outside these areas will join class via PEXIP desktop conferencing for scheduled class times.

Academic Calendar 2019 –2020

Fall Semester, 2019

August 26	Orientation/Registration
August 26	Classes begin at 4:00pm
August 26	First 5-week session begins
August 26	8-week session begins
August 27	First Full day of classes
September 2	Labor day-No classes
September 4	Last day to register or add a class
September 4	Last day to drop a class without record
September 11	Final bill payment
September 13	Application for graduation due for spring (\$25 late charge beginning Sept. 16)
September 23	Enrollment census date
September 30	Last day of first 5-week session
October 1	Second 5-week session begins
October 20	8-week session ends
November 4	Last day of second 5-week session
November 5	Third 5-week session begins
November 11	Veterans Day—No classes
November 15	Last day to withdraw from term or drop with record
November 27-29	Thanksgiving— No classes
December 2	Classes resume
December 13	Last day of third 5-week session
December 16-20	Final Exam Week
December 23	Grades due at 12:00 noon

Spring Semester, 2020

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 Feb. 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

FALL 2019 ACADEMIC DROP DATES

<u>SESSION</u>	<u>DROP (no record)</u>	<u>DROP("W")</u>
REGULAR	Sept 4	Nov 15
1st 8-WEEK	Aug 30	Oct 3
2nd 8-WEEK	Oct 25	Nov 28
1st 5-WEEK	Aug 29	Sept 19
2nd 5-WEEK	Oct 3	Oct 24
3rd 5-WEEK	Nov 7	Dec 1

ACADEMIC ONLY-CONTACT FINANCIAL AID REGARDING REFUND DATES

Online Courses Tuition/Fees

\$295 per credit */**

Cost per credit for tuition and fees regardless of Residency.

Books and instructional materials are available at: www.mayvillestatebookstore.com.

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

**Subject to change

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

shirley.m.hanson@mayvillestate.edu

701-788-4767

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

Business Office

lois.karlstad@mayvillestate.edu

701-788-4757

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

Bookstore

cheryl.angen@mayvillestate.edu

701-788-4823

mayvillestatebookstore.com

How Do I...

TO REGISTER, VIEW CLASS SCHEDULES, ACCESS ACCOUNT AND FINANCIAL AID INFORMATION YOU MUST FIRST CLAIM YOUR ACCOUNT AT <https://helpdesk.ndus.edu/ndusaccount>

Check my Mayville State Email?

Every student **enrolled** at MSU is issued an institution email address which you will be notified of by email. Keep in mind you are expected to check your MSU email at least three times per week and can access it anywhere.

1. Go to www.mayvillestate.edu and Click **SharePoint** at the bottom of the page.
2. Enter your Username and Password. Your *user name* is the same as your login for ConnectND preceded by NDUS\.* Your password is identical to the password you use for ConnectND.
3. Click on **Email**.

Register for a MSU Extended Learning Course?

1. Talk to your advisor.
2. Go to www.mayvillestate.edu
3. Click **SharePoint** at the bottom of the page.
4. Enter your Username and Password. Your *User Name* is the same as your login for ConnectND preceded by NDUS\.* Your password is identical to the password you use for ConnectND.
5. Click on **CampusConnection**
6. Enter your User ID and Password from the account claim process.
7. From the menu on the left, click **Student Center**.
8. Under **Academics** click **Enroll**.
9. Choose the appropriate term and click **Continue**.
10. If you know the class number you may enter it **OR** if you don't know the class number click the **Class Search** button then click **Search**.
11. Fill in the *Course Subject*, *Course Number*, and *Course Career*. To show both open and closed classes, uncheck the *Show Open Classes Only* box.
12. To choose the class you wish to add to your schedule, click **Select Class**.
13. Click **Next** to add the class(es) to your shopping cart.
14. To add more classes to your shopping cart click **Search**.
15. Repeat this process until all classes have been selected, then click **Proceed to Step 2 of 3**.
16. To OFFICIALLY add the classes onto *My Class Schedule* click **Finish Enrolling**.
17. Click on **My Class Schedule** to confirm. Be sure to print a copy of your schedule to review.
18. For additional registration instructions/information contact Leslie Durkin, 1.800.437.4104 ext.34774.

Drop a MSU Extended Learning Course?

1. Talk to your advisor.
2. After talking to your advisor, send an email to your instructor and records@mayvillestate.edu stating your name, Student ID number, Catalog number (i.e. ENGL 120) and name of the course you wish to drop. You **cannot** drop a course in CampusConnection on your own after classes have started.
3. **For a complete withdrawal of all courses**, contact Debi O'Brien at 1.800.437.4104 ext. 34842 or by email at debra.obrien@mayvillestate.edu

Submit a Proctor?

1. Go to <https://www.mayvillestate.edu/msu-online/submit-proctor/>
2. Click **SharePoint** at the bottom of the page.
3. Enter your Username and Password. Your user name is the same as your login for ConnectND preceded by NDUS\.* Your password is identical to the password you use for ConnectND.
4. Click **Sites** in the upper right-hand menu navigation.
5. Click **Departments and Offices**.
6. Click **Extended Learning** from the site menu.
7. Click on **Submit Proctor** from the left-hand menu.

WHAT IS A PROCTOR, AND HOW DO I KNOW IF I NEED ONE?

A proctor is an individual approved to supervise test taking. A proctor is someone who you take your exams with to ensure that you are not cheating. Many online instructors require proctors to ensure academic honesty. Your instructor will inform you if he or she requires a proctor. If you do, you are required to submit your proctor for approval by completing and submitting the Office of Extended Learning Proctor Approval Form online (see instructions above).

In addition to criteria your proctor must meet, your proctor must NOT be:

- A friend or relative of the student
- Someone enrolled in the course or another undergraduate student, including work study students in a campus office or tutoring center.
- Someone living at the same address as the student

Your Proctor Approval Form **must be submitted at least 10 days prior to your first exam**. Your proctor will be contacted to verify their information and their desire to serve as your proctor. If he or she cannot be contacted for verification, your proctor will not be approved. Once you have an approved proctor, that proctor may be used for all your distance courses for the current semester only. All proctors are subject to approval. You must submit your proctor for approval at the beginning of each semester you are enrolled in Mayville State courses.

***Alternatively, off-campus students may need to enter their username in this way: first.last@ndus.edu.**

How Do I...

TO REGISTER, VIEW CLASS SCHEDULES, ACCESS ACCOUNT AND FINANCIAL AID INFORMATION YOU MUST FIRST CLAIM YOUR ACCOUNT AT <https://helpdesk.ndus.edu/ndusaccount>

Access my Online Courses from Mayville State University Using Blackboard (Bb)?

1. Go to www.mayvillestate.edu (through Google Chrome or Firefox).
2. Click the blue “Bb” logo at the top right of the page.
3. Enter your Username and Password. Your username and password are identical to your NDUS User ID which was given to you when you went through the claim process.
4. Once logged in, click the **My MASU** tab on the top of the page. You will see a list of your courses.

View/Printing my Class Schedule?

1. Go to www.mayvillestate.edu
2. Click **SharePoint** at the bottom of the page.
3. Enter your Username and Password. Your *user name* is the same as your login for ConnectND preceded by NDUS\.* Your password is identical to the password you use for ConnectND.
4. Click on **Campus Connection**.
5. Enter your User ID and Password from the account claim process.
6. Click on **Student Center**.
7. Under **Academics**, click the drop down arrow and select *Class Schedule*.
8. Click the >> button and select the appropriate term.
9. Click **Continue**.
10. You can also view your schedule in a calendar view if you prefer.
11. Select **Printer/Friendly Page** at the bottom and click the print button on your browser toolbar.

View my Grades**

1. Go to www.mayvillestate.edu
 2. Click **SharePoint** at the bottom of the page.
 3. Enter your Username and Password. Your *user name* is the same as your login for ConnectND preceded by NDUS\.* Your password is identical to the password you use for ConnectND.
 4. Click on **CampusConnection**
 5. Enter your User ID and Password from the claim account process.
 6. Click on **Student Center**
 7. Under **Academics** click the drop down arrow and select **Grades**.
 8. Click on the term you want to view and continue.
 9. Once you choose the term, your Official grade will show once it has been posted. If there is not a grade, you should check it again in a few days.
- **Grades will usually be available to view on CampusConnection one week after a term ends.**

plan schedules, access summaries of degree requirements already completed and requirements still needed to graduate. Full instructions on how to access and use the ARR can be found here: <http://www.mayvillestate.edu/current-students/academic-information/academic-records/student-resources/>

View my Finances?

1. Go to www.mayvillestate.edu
2. Click **SharePoint** at the bottom of the page.
3. Enter your Username and Password. Your *user name* is the same as your login for ConnectND preceded by NDUS\.* Your password is identical to the password you use for ConnectND .
4. Click on **CampusConnection**
5. Enter your User ID and Password from the account claim process.
6. From the menu on the left click on **Student Center**.
7. Under **Finances** you can view your:
 - ◆ Account Summary by Term
 - ◆ Total Due Charges
 - ◆ Student Account Detail
 - ◆ Financial Aid Information
 - ◆ Financial Aid Award

Get my Books?

For classes you take from Mayville State, you will order your books from the MSU Bookstore website at:

<http://www.mayvillestatebookstore.com>

You will need to create your profile before you can complete your order. Please call 701.788.4823 or 800.437.4104, ext. 34823, with questions.



View my Degree Progress?

The Academic Advisement Report (ARR) is a tool available to all MSU students and advisors. The ARR allows students and advisors to see degree progress at any time during the student's academic career. This tool enables both students and advisors to

Questions? Call Shay Thorsgard at the MSU Office of Extended Learning at 1.800.437.4104 ext. 34667

***Alternatively, off-campus students may need to enter their username in this way: first.last@ndus.edu.**