



# ***IVN & Online Courses***

***Fall 2018***

# Liberal Arts — Essential Studies (online)

## **COMM 110 Fundamentals of Public Speaking (3)**

**Class # 9210 — 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 general education 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, Summer. Essential Studies

## **ECON 202 Principles of Macroeconomics (3)**

**Class # 9217 — Instructor: Donna Gutschmidt**

This course examines aggregate measures and issues of the economy, including income unemployment, business cycles, inflation, economic growth, fiscal policy, money and monetary policy, the global economy and international trade. Fall, Spring. Essential Studies.

## **ENGL 110 College Composition I (3)**

**Class # 10358 — 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: student who score 15-17 on the ACT English subtest or equivalent exams may register for this course along with ENGL 88 English Composition Lab. Students who score 18 and above on the ACT English subtest exam 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. Fall, Summer online. Essential Studies.

## **ENGL 120 College Composition II (3)**

**Class # 9220 — Instructor: Stash 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 exam. Essential Studies.

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

**Class # 9240 — Instructor: Aaron Kingsbury**

This is an introductory course focusing on how diversity, global and multicultural issues affect communities around the world. The course is focused on

modes of critical thinking that stress both considerations of 'space and place' and the interconnected roles of the 'local' and 'global' in shaping our world. Topics included are the global distribution of population, migration, popular culture, languages, religions, ethnicities, environment, food and agriculture, urbanization and economic systems. Fall, Spring online. Essential Studies.

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

**Class # 9243 — Instructor: Aaron Kingsbury**

This course provides an introduction to key core geographic regions of the world from geographic and anthropological perspectives. Students will increase their geographic literacy and further learn to think and write critically about cultural and physical processes affecting how we live. The course is fully structured around the Geography of Life and North Dakota State Standards for the Social Studies sets for teaching standards. All elements of this course reflect these teaching standards including maps, images of place and their impact on human behavior, physical landscapes and regional differences in the human use of the earth. Prerequisites: Completion of ENGL 110 and ENGL 120 or ENGL 125. Fall, Spring online.

## **HIST 101 Western Civilization I (3)**

**Class # 9351 — Instructor: Dalton McMahon**

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. Fall. Essential Studies.

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

**Class # 9354 — Instructor: Elliot Rotvold**

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

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

**Class # 9408 — Instructor: Greta Paschke**

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

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

**Class # 9410 — Instructor: Eric Johnson**

History of Art in a Multicultural 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. Fall, Spring, Summer online. Essential Studies.



## **PSYC 111 Introduction to Psychology (3) Class # 9433 — 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. Fall, Spring, Summer online. Essential Studies.

## **PSYC 250 Developmental Psychology (3) Class # 9436 — Instructor: Lynn DiLivio**

Students in this course will study human development from conception to death. Special attention will be given to the interrelationship of the physiological, psychological, emotional and social forces of development. This course is specifically designed for students majoring in Psychology. Students double majoring in Psychology and Education should take PSYC 255 - Child and Adolescent Psychology and also register for PSYC 399 - Readings in Psychology. Prerequisite: PSYC 111.

## **PSYC 255 Child & Adolescent Psychology (3) Class # 9438 — 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 THE REQUIREMENT FOR ALL EDUCATION MAJORS (early childhood, pre-school, elementary, middle and secondary education). Prerequisite: PSYC 111. Fall, Summer online.

## **PSYC 280 Group Dynamics (3)**

**Class # 16557 — Instructor: Robert Bennett**

This is a course designed to improve the student's understanding of the nature of group behavior and the techniques of group leadership in a variety of groups diverse as well as homogeneous groups. The course contains units on principles of group dynamics, nature of leadership, discussion groups, committee procedures, formal meetings, and devices for stimulating group participation. Prerequisite: PSYC 111. Fall online; Spring on campus odd years, Spring online even years; Summer online.



# Liberal Arts — Essential Studies (online)

## **PSYC 290 Theories of Learning & Management (2)**

**Class # 13190 — 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. 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. Cross-listed with EDUC 290.

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

**Class # 9552 — Instructor: Robert Bennett**

This is a course which aims to relate principles of psychology to everyday life and vocations. Specific applications include studies in relation to industry, employment, commerce, professions, public relations, and traits of personality in diverse and homogeneous work settings. Prerequisite: PSYC 111. Fall online even year; Spring, Summer online.

## **SOC 110 Introduction to Sociology (3)**

**Class # 9587 — 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. Fall, Spring online. Essential Studies.

## **SOC 355 Drugs & Society (3)**

**Class # 9593 — 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. Fall, Spring online. Essential Studies.

## **SPAN 101 First Year Spanish I (4)**

**Class # 9770 — 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 this course. Fall, Spring, Summer online.

## **SPAN 102 First Year Spanish II (4)**

**Class # 9772 — Instructor: Carmen Rygg**

Continuation of the 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. Prerequisite: SPAN 101. Fall, Spring, Summer online. Essential Studies. One year collegiate Spanish satisfies 3 SH in Humanities/Social Science category.

## **SPAN 201 Second Year Spanish I (4)**

**Class # 9773 — 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. Fall, Spring, Summer online.

## **SPAN 202 Second Year Spanish II (4)**

**Class # 9774 — 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. Fall, Spring, Summer online.

## **UNIV 100 Seminar on Success (1)**

**Class # 11127 — Instructor: Jade Erickstad**

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. Fall, Spring online. **Special Fees \$15.**



# Business and CIS (online)

## **ACCT 201 Elements of Accounting II (3)**

**Class # 11952 — 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. Fall, Spring.

## **BUSN 325 Management Theory & Research (3)**

**Class # 11995 — 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. Fall, Spring.

## **BUSN 334 Business Communication**

**(3) Class # 11966 — 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. Fall, Spring.

## **BUSN 340 Project Management (3)**

**Class # 11967 — 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. Fall, Spring.

## **BUSN 352 Marketing Theory & Research (3)**

**Class # 11993 — 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. Fall, Spring.

## **BUSN 355 Management Information Systems (3)**

**Class # 11971 — 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. Fall, Spring.

## **BUSN 357 Professional Selling (3)**

**Class # 11961 — 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. Fall, Spring.

## **BUSN 380 International Business (3)**

**Class # 11972 — Instructor: Theodore Stoa**

Business success in today's global economy increasingly hinges upon effective international operations. Globally knowledgeable managers seek and find additional growth and profit opportunities internationally. Students in this course will examine such topics as globalization of markets; the internationalization of firms; international business, economic, political, legal, cultural, and ethical differences; the global trade and investment environment and the global money system; international market assessment, entry, and marketing strategy; emerging markets; exporting, importing, and countertrade; collaborative ventures; licensing, franchising, and other contracting strategies; and managing human resources. Fall, Spring.

## **BUSN 429 Advanced Marketing Management (3)**

**Class # 11980 — 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. Fall, Spring.

## **BUSN 430 Professional Leadership (3)**

**Class # 11981 — Instructor: Robert Johnston**

This course is designed to provide the student with understanding and experiences in multiple frameworks of leadership, interest, awareness, exploration, demonstration. The instruction will focus on understanding what leadership is all about and the theory that surrounds position, personal, transactional, transformational, and situational leadership. In addition, other aspects of leadership and leadership theory will be studied. The student will also identify leaders within a local community and use spontaneous leadership opportunities to apply the knowledge gained while enhancing his/her leadership potential. Prerequisite: Junior standing. Fall, Spring.

## **BUSN 436 Organizational Development (3)**

**Class # 11982 — 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. Fall, Spring.

## **CIS 175 Information Literacy (1)**

**Class # 12014 — Instructor: Kelly Kornkven**

**Class Dates: 8/20/2018—10/14/2018**

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. Fall, Spring.



# Early Childhood (online)

## **EC 298 AA Internship (3)**

**Class # 12867 — Instructor: Kelli Odden**

The purpose of this experience is to relate what is learned in the Early childhood classes to actual teaching practices. Students in the Associate of Arts Early Childhood program will work with the Mayville State internship coordinator to plan an appropriate experience in a child care setting with children ages 0-5. They will teach both formal and informal (play) activities under supervision. Students must have 150 hours minimum direct contact with children. This experience occurs at the conclusion of the AA program. Prerequisites: EC 313, EC 333 and consent of instructor. Fall, Spring, Summer. Summer online with instructor approval. **\$150 required fee**

## **EC 320 Infants & Toddlers (3)**

**Class # 12870 — 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. Fall, Spring.

## **EC 322 Administration & Leadership in ECE (3) Class # 12872 — Instructor: Staff**

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, EC 211. Fall.

## **EC 338 Home, School, Community Relations (3)**

**Class # 12873 — 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. Fall, Spring.

## **EC 341 Learning Environments for Infants & Toddlers (3)**

**Class # 12894 — Instructor: Ann Willeson**

Students in this course will use their knowledge of how children develop to provide opportunities that will support the physical, social, emotional, language, cognitive and aesthetic development of infants and toddlers. Students will select developmentally appropriate materials and equipment to create learning environments for young children. Prerequisite: EC 210, EC 211. Fall, even years.

## **EC 375 Supervised Tutorial Experience (3) Class # 12882 — 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. Fall, Spring, Summer with instructor approval.

## **EC 398 Child Development Internship (6) Class # 12885 — Instructor: Kelli Odden**

The purpose of this course is to relate what is learned in the Early Childhood classes to actual teaching practices. This 6 credit course is intended for students who have not had an internship in an AA program. Students will teach both formal and informal (play) activities under supervision with children ages 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. Fall, Spring.

## **EC 398A BA Internship (3)**

**Class # 12886 — Instructor: Kelli Odden**

This course is intended for students in the BA Early Childhood program who already have an AA with an internship. Students will teach both formal and informal (play) activities with children ages 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. Fall, Spring.

## **EC 418 Technology Math/Science in ECE (3) Class # 12888 — Instructor: Staff**

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. Fall.

## **EC 495 Service Learning in ECE (2)**

**Class # 12890 — 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. Prerequisite EC 333. Fall, Spring.



# Education (online)



## **EDUC 250 Introduction to Education (3)**

**Class # 12904 — 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. CO-requisite: EDUC 272 . Fall, Spring.

## **EDUC 272 Educational Technology (2)**

**Class # 13162 — 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 learn to use technology as a tool for teaching to support student engagement and motivation. Teacher candidates will demonstrate developing proficiencies in the use of educational technologies to create interactive teaching and learning opportunities. This course uses the National International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences. Prerequisite: EDUC 250. Fall, Spring.

## **EDUC 276 Praxis Core Academic Skills Preparation (1)**

**Class # 12910 — Instructor: Kelly Kornknve**

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. Course may be repeated for Praxis exam preparation or focused study post exam. S/U Grading only. Fall on campus, online; Spring on campus, online.

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

**Class # 12914 — 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. 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. Fall, Spring on campus; Fall, Spring and Summer online. (Cross-listed with PSYC 290)

## **EDUC 307 Math Strategies Elementary/Middle School (3)**

**Class # 7159 — Instructor: Pamela Johnson**

In this course, teacher candidates will learn and apply a variety of instructional methods pertaining to the teaching of mathematics. Teacher candidates will observe elementary and middle school students participating in mathematics instruction. Teacher candidates will write lesson plans incorporating instructional strategies which build conceptual understanding of mathematics through field experiences. The course covers the professional teaching standards from the National Council of Teachers of Mathematics (NCTM) and the North Dakota State Standards for Mathematics. Prerequisites: MATH 277 or equivalent or instructor consent. CO-requisites: EDUC 301, EDUC 318, EDUC 324, and SCNC 321 for on campus students; no CO-requisite for distance students. Fall online; Spring on campus and online.

## **EDUC 351 Remedial Reading Practicum (1-2)**

**Class # 12926 — Instructor: Staff**

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/analyze assessments, and plan/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. Special Education majors may choose the 1 SH option. Prerequisite: EDUC 350. Fall, Spring, Summer (Cross-listed with SPED 351) **\$50 fee required**

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

**Class # 12927 — Instructor: Clayton Dodson**

This course will cover 15 topics related to the education of English Language Learners 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 Fall, Spring, Summer.

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

**Class # 12955 — Instructors: Andi Dulski-Bucholz**

All education majors complete an electronic portfolio using a designated software system required by the Education Division for portfolio presentation prior to graduation. Students develop their portfolio by completing checkpoints scheduled 3 times throughout the program with the final checkpoint requiring the teacher candidate to present the completed portfolio. The electronic portfolio process guides teacher candidates in documenting progress towards mastery of state and national teacher education standards to facilitate reflective practice. The portfolios will provide evidence of work with diversity and differentiation in the classroom. This course fulfills LEAP requirements and must be completed through MSU. 3 professional development seminars required for successful completion are held on scheduled dates throughout the semester. Prerequisite: Admission to Teacher Education. CO-requisite: EDUC 400. Fall, Spring .

## **EDUC 401S Pre-Teaching Seminars (0)**

**Class # 12957 — Instructors: Andi Dulski-Bucholz, Kayla Smith**

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



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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.

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

**Class # 12960 — 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 kindergarteners. Students learn strategies to develop supportive home-school relationships and classroom volunteer networks. Prerequisites: EC 210, EC 211, EDUC 250.

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

**Class # 13336 — Instructor: Johnna Westby**

Designed with Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to dealing with them in the mainstream group care setting. 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 teach in birth to third grade classrooms. Prerequisites: EC 210, EC 211. Fall, Summer.

### **SPED 338 Home, School, Community Relations (3)**

**Class # 13135 — Instructor: Kelli Odden**

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. Fall, Spring. Cross-listed with EC 338.

### **SPED 344 Augmented & Alternative Communication (3)**

**Class # 13138 — Instructor: Johnna Westby**

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. EC 211. Fall.

### **SPED 351 Remedial Reading Practicum (1-2) Class # 13141— Instructor: Staff**

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/analyze assessments, and plan/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. Special Education majors may choose the 1 SH option. Prerequisite: EDUC 350. Fall, Spring, Summer. Cross-listed with EDUC 351. **\$50 fee required.**

### **SPED 382 Intellectual Disabilities (3)**

**Class # 13143 — Instructor: Johnna Westby**

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; CO-requisite: SPED 383 (for special education majors only). Fall, Spring.

### **SPED 383 Intellectual Disabilities Practicum (1-2)**

**Class # 13145 — Instructor: Johnna Westby**

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; CO-requisite: SPED 382 (for special education majors only). Fall online; Spring on campus. **\$50 fee required.**

### **SPED 395 Transition (2)**

**Class # 13151 — Instructor: Sarah Anderson**

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 lifelong disability. Fall online, Spring on campus.

# Graduate Level Courses

## Education (online)

### **EDUC 500 Teaching Mentorship Clinical Experience (6)**

**Class # 12981 — Instructor: Andi Dulski-Bucholz**

This teaching experience requires a full-time placement in an appropriate school classroom and participation in professional activities associated with the clinical placement site and the university. This experience is designed to assist students to further develop the knowledge, skills, and dispositions necessary for teaching 7-12 students (Cooperative with EDUC 400). Fall, Spring. **Course Fee: \$425.**

### **EDUC 550 Foundations of Education & Leadership (3)**

**Class # 12983 — 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 (Cooperative with EDUC 250). Fall, Spring.

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

**Class # 12984 — 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. (Cooperative with PSYC 255). Fall, Summer.

### **EDUC 572 Instructional Resources & Technology (2)**

**Class # 12985 — 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. Fall, Spring.

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

**Class # 12986 — 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. (Cooperative with EDUC 290). Spring, Summer.

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

**Class # 12987 — 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. Arranged.



## Nursing (online)

### **NURS 310 Nursing Informatics & Health Care Technology (2)**

**Class # 11141, # 11142 — Second 5-week**

**Instructor: Monica Ptacek**

Introduction to nursing informatics as a means to improve information management in health care. Consideration of health care technologies and ethical and financial criteria in relation to the quality of their outcomes. CO-requisite: NURS 350. Fall, Spring online. **Nursing majors only.**

### **NURS 350 Baccalaureate Role Development Provider of Care, Manager of Care, Member of a Profession (3)**

**Class # 11138, # 11139 — First 5-week**

**Instructor: Collette Christoffers**

Consideration of the nursing metaparadigm (client/patient, nurse/nursing, health illness, environment/system) from different nursing theoretical perspectives in order to develop as care provider and manager of care. Special emphasis on the nature of a profession and professional values. CO-requisite: NURS 310. Fall, Spring online. **Nursing majors only.**

### **NURS 441 Population-focused & Community-based Nursing Care I (4)**

**Class # 11140 — First 5-week**

**Instructors: Kari Matthys, Monica Ptacek**

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 majors only.**

### **NURS 442 Population-focused & Community-based Nursing Care II (2)**

**Class # 11162 — Instructor: Monica Ptacek**

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 ten-week block assigned for 442. Prerequisite: NURS 441. **Nursing majors only.**

### **NURS 450 Issues in the Health Care System: Focus on Rural Health (3)**

**Class # 11143, 11146, 11147**

**Instructor: Kari Matthys**

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 healthcare relevant policy, finance, and regulation will be included. Prerequisites or CO-requisites: NURS 310, NURS 350. Fall, online. **BSN Nursing majors only.**

### **NURS 460 Ethical Dilemmas in Health Care: A Focus on Vulnerable Populations & End-of-Life (3)**

**Class # 11144, 11145, 11148 — Instructors: Collette Christoffers, Lindsay Bontjes**

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 CO-requisites: NURS 310, NURS 350. Fall, online. **Nursing majors only.**



# HPER — Health, Physical Education, and Recreation (online)

## HPER 100 Concepts of Fitness & Wellness (2)

**Class # 12754 — Instructor: Melissa Tiensvold**

A course designed to introduce the concepts of overall wellness to students of all ages. The course will be focused mainly on the different aspects of physical fitness and the interrelationship with the other facets of wellness. Students will have the opportunity to self-evaluate their fitness, design a program of fitness with specific guidelines, and try different methods of developing and improving their health. One and one half hours of lecture and one hour of laboratory per week. Fall, Spring, Summer on campus; Fall, Spring, Summer online.

## HPER 217 Personal & Community Health (2)

**Class # 12782 — 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. Fall, Spring, Summer online.

## HPER 222 Nutrition (3)

**Class # 12788 — Instructor: Melissa Tiensvold**

Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the lifecycle. Fall, Spring, Summer online.

## HPER 300 Principles of Sports Management (3)

**Class # 12829 — Instructor: Joel White**

This course will allow students to look at the management side of the diverse and expanding field of sport and recreation.

The course is designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students will examine applications of managerial concepts and processes, and the ways in which organizations interact with each other and with other governing bodies. Fall, Summer online.

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

**Class # 12815 — 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. Prerequisites: EC 210 & EC 211 or EDUC 210 & 211 for education majors. No prerequisites for HPER majors/minors. Fall, Spring, Summer online.

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

**Class # 12818 — 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. Fall, Spring, Summer online.

## HPER 360 Sport & Exercise Psychology (2)

**Class # 12824 — 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. Fall, Summer online.

## HPER 443 Adapted Physical Education Practicum (Grades Pre-K-6) (1)

**Class # 12839 — 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. Fall, Spring, Summer online.

## HPER 444 Adapted Physical Education Practicum (Grades 7-12) (1)

**Class # 12841 — 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. Fall, Spring, Summer online.

# Biology (online)

## BIOL 220 Anatomy & Physiology I (3)

**Class # 10711 — Instructor: Joseph Mehus**

Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the first course of a two course sequence. Topics covered in this course will include organization from atomic structure to organ level structure, the integumentary system, skeletal, muscular, respiratory and cardiac systems. Prerequisite: None. BIOL 111 or BIOL 150 or equivalent and CHEM 121 are highly recommended. CO-requisite: BIOL 220L. Fall, Spring, Summer online. Essential Studies.

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

**Class # 10713 — Instructor: Joseph Mehus**

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.

CO-requisite: BIOL 220. Essential Studies.

## BIOL 221 Anatomy & Physiology II (3)

**Class # 10715 — Instructor: Joseph Mehus**

Three lecture hours per week. The study of anatomy and physiology of the human body will be studied as an integrated topic. This is the second course of a two course sequence. Topics which will be covered include the nervous, endocrine, digestive/metabolism, urinary, and reproductive systems. Elements of development and growth, and of human genetics will also be considered. Prerequisite: None. BIOL 111 or BIOL 150 or equivalent, BIOL 220/220L, and CHEM 121 are highly recommended. Essential Studies.

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

**Class # 10716 — Instructor: Joseph Mehus**

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 develop-

mental topics will be reviewed. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected and activities related to the study of human physiology are also included. CO-requisite: BIOL 221.



# Mathematics and Science (online)

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

**Class # 10738 — 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 093 or equivalent with a grade of "C" or higher. Fall, Spring online. Essential Studies.

## **MATH 105 Trigonometry (2)**

**Class # 10742 — Instructor: Mary Townsend**

Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Prerequisite: None. Fall, Spring on campus. Essential Studies.

## **MATH 166 Calculus II (4)**

**Class # 10753 — Instructor: Fred Strand**

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

## **MATH 323 Probability & Statistics (3)**

**Class # 10747 — Instructor: Fred 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 # 10748 — 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 # 10751 — 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, isomorphism, fields, rings, and integral domains are learned through the study of reals, integers, rational, polynomials, and complex numbers. Prerequisite: MATH 165.

## **MATH 480 Mathematics Comprehensive (1)**

**Class # 10754 — Instructor: Fred Strand**

This course fulfills LEAP requirements and must be completed through Mayville State University. A comprehensive review and examination covering the content of the courses required for the mathematics education major and the mathematics major.

Students will read comprehensive math review materials, identify additional materials, and write a paper summarizing all materials. By studying all the materials and completing the exam, students will demonstrate their use of critical thinking, mastery of basic math principles, and computational skills. The researching and writing of a second paper will show how mathematical ideas have been discovered by diverse cultures and impacted historical events from early to present times.

## **EDUC 398 Secondary Education Field Experience (1)**

**Class # 16535 — Instructors: Sarah Anderson**

This course is designed for teacher candidates who are earning one or more secondary education majors and compliments 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: Admissions to Teacher Education. Co-requisite: EDUC 481, 482, 483, 484, or 485 - Secondary Methods. Fall on campus for all majors, Math majors: on demand. **\$50 fee required.**

## **EDUC 483 Secondary Methods for Mathematics (2)**

**Class # 16536 — Instructors: Fred 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.. Prerequisite: EDUC 480 and Admission to Teacher Education. No other courses may be taken on Tues or Thurs morning from 8-1. Co-Requisites: EDUC 398. Fall.

## **CHEM 121 General Chemistry I (3)**

**Class # 16796 — 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. Prerequisite: None. Fall on campus. Fall, Spring online. (CCN Course) Essential Studies.

## **CHEM 121L General Chemistry I Lab**

**(1) Class # 16800 — 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. Prerequisite: None. Fall on campus, Fall, Spring online (CCN Course) Essential Studies

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

**Class # 10765 — 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. Prerequisite: None. CO-requisite: SCNC 102L. Fall, Spring on campus; Fall online. Essential Studies.

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

**Class # 10768 — Instructor: Jeffrey Hovde**

A laboratory experience for physical science. CO-requisite: SCNC 102. Lab Sessions Will Be Arranged. Fall, Spring on campus; Fall online. Essential Studies.





# Physics (online)

## **PHYS 211 College Physics I (3)**

**Class # 10756 — 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. CO-requisite: PHYS 211L.

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

**Class # 11152 — Instructor: Tom Gonnella**

**Class Dates: 8/20/2018—10/14/2018**

This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. The students will collect data using interfaced probeware, analyze data using spreadsheet software, and investigate more complex concepts in physics by using simulation software. Students should have already completed CIS 114 before enrolling in this course. CO-requisite: PHYS 211.

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

**Class # 11158 — Instructor: Tom Gonnella**

**Class Dates: 10/15/2018—12/9/2018**

This course consists of two hours of laboratory per week and the assignments will be applicable to lecture. The students will collect data using interfaced probeware, analyze data using spreadsheet software, and investigate more complex concepts in physics by using simulation software. Students should have already completed CIS 114 before enrolling in this course. CO-requisite: PHYS 211.

## **PHYS 212 College Physics II (3)**

**Class # 10758 — 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. CO-requisite: PHYS 212L.

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

**Class # 11153 — Instructor: Tom Gonnella**

**Class Dates: 8/20/2018—10/14/2018**

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.

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

**Class # 11159 — Instructor: Tom Gonnella**

**Class Dates: 10/15/2018—12/9/2018**

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.

## **PHYS 251 University Physics I (4)**

**Class # 10759 — 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. CO-requisite: PHYS 251L.

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

**Class # 11154 — Instructor: Tom Gonnella**

**Class Dates: 8/20/2018—10/14/2018**

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. CO-requisite: PHYS 251.

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

**Class # 11160 — Instructor: Tom Gonnella**

**Class Dates: 10/15/2018—12/9/2018**

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. CO-requisite: PHYS 251.

## **PHYS 252 University Physics II (4)**

**Class # 10760 — 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. CO-requisite: PHYS 252L.

## **PHYS 252L University Physics II Lab**

**(1) Class # 11155 — Instructor: Tom Gonnella**

**Class Dates: 8/20/2018—10/14/2018**

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.

## **PHYS 252L University Physics II Lab**

**(1) Class # 11161 — Instructor: Tom Gonnella**

**Class Dates: 10/15/2018—12/9/2018**

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.



# IVN Remote (Interactive Video Network) and Online Synchronous Courses

## **ACCT 305 Cost Accounting I (3)**

**Class # 12003 — Instructor: Eugene Levitt**

**Tu/Th 3:30 PM — 4:45 PM**

The introduction of modern cost accounting with insight and breadth regarding both the accountant's and the manager's role in the organization. Included topics are cost accounting fundamentals and tools for planning and control. Prerequisites: ACCT 201. CIS 119 or equivalent knowledge of Excel is recommended. Fall online even years.

## **ACCT 315 Business in Legal Environment (3)**

**Class # 11954 — Instructor: Thomas Moe**

**MWF 8:00 AM — 8:50 AM**

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. Prerequisite: None. Fall online synchronous.

## **ACCT 400 Individual Income Taxation (3)**

**Class # 11958— Instructor: Dustin Olson**

**MWF 12:00 PM — 12:50 PM**

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

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

**Class # 11963 — Instructor: Thomas Moe**

**Tu/Th 8:00 AM — 9:15 AM**

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. Prerequisite: None. Fall online synchronous.

## **BUSN 451 Lending (3)**

**Class # 11991 — Instructor: Shannon Reynolds**

**Tu 5:00 PM — 7:30 PM**

This course will focus on the loan underwriting process from the inception of the loan to ongoing documentation requirements during the term of the loan. Students will learn the steps involved in analyzing a loan based on the credit history of the borrower, cash flow of the business, collateral offered, capacity of the borrower and loan conditions as well as the ongoing support information required during the term of the loan. Students will also study the strategies and skills necessary to solicit new loan and deposit business. Prerequisite: BUSN 323. Fall on campus even years.

## **EDUC 301 Strategies in the Elementary School (3)**

**Class # 12915 — Instructor: Brittany Hagen**

**Tu 6:30 PM — 7:50 PM**

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; CO-requisites: On Campus: EDUC 318, EDUC 324, MATH 307, SCNC 321. Distance: EDUC 318. Fall online.

## **EDUC 318 Reading in the Elementary School (3)**

**Class # 13276— Instructor: Cindy Gregg**

**Tu 5:00 PM — 6:20 PM**

An introductory course in the teaching of develop-

mental 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. CO-Requisites: On campus: EDUC 301, EDUC 324; MATH 307; and SCNC 321; Distance: EDUC 301. Prerequisite: EDUC 250. Fall online.

## **SPED 343 Classroom Modifications (3)**

**Class # 13273 — Instructor: Johnna Westby**

**MWF 8:00 AM — 9:00 AM**

This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies and methods to meet the needs of children, youth and young adults representing 'at risk' populations; those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities and materials. Prerequisite: None.

## **Online Synchronous:**

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

## **CHECK OUT:**

[www.mayvillestate.edu/msu-online](http://www.mayvillestate.edu/msu-online)

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

**Or call 1-800-437-4104 ext. 34667.**



# Academic Calendar

2018 –2019

## Fall Semester, 2018

August 20	Orientation/Registration
August 20	Classes begin at 4:00pm
August 21	First Full day of classes
August 29	Last day to register or add a class
August 29	Last day to drop a class without record
September 3	Labor day-no classes
September 5	Final bill payment
September 13	Application for graduation due for spring (\$25 late charge beginning Sept. 14)
September 17	Enrollment census date
November 9	Last day to withdraw from term or drop with record
November 12	Veterans Day—No classes
November 22-23	Thanksgiving— No classes
November 26	Classes resume
December 10-14	Final Exam Week
December 18	Grades due at 12:00 noon

## Spring Semester, 2019

January 7	Orientation/Registration
January 7	Classes begin at 4:00pm
January 8	First Full day of classes
January 17	Last day to register or add a class
January 17	Last day to drop a class without record
January 23	Final bill payment deadline
February 4	Enrollment census date
February 7	Application for graduation due for summer (\$25 late charge beginning Feb. 8)
February 18	Presidents Day — no classes
March 11-15	Spring Break
March 18	Classes resume
March 28	Application for graduation due for fall (\$25 late charge beginning March 29)
April 5	Last day to withdraw from term or drop with record
April 19-22	Easter Break — no classes
April 23	Classes resume
May 6-10	Final Exam Week
May 11	Commencement
May 14	Grades are due at 12:00 noon
May 27	Holiday-Memorial Day

# Student Information

Go to [CampusConnection](#) located at [mayvillestate.edu](#) webpage.

Login to Campus Connection with your email and password.

Sign in to your Student Center.

1. Enroll under Academics for the courses you would like to take.
2. Locate and print class schedules.
3. View final and official grades.
4. View financial needs/expenses/award statements.

## Online Courses

\$293 per credit \*/\*\*

Cost per credit for tuition and fees regardless of Residency.

\*Books and instructional materials are NOT included in the price above. Books and Instructional materials are available at: [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).

\*\*Subject to change

## Financial Aid

Students enrolled in six (6) or more credits may be eligible for Student Financial Aid. In order to receive consideration, each student must have on file a completed **2018-2019 Free Application for Federal Student Aid (FAFSA)**.

These forms are available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and [www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documentsforms/](http://www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documentsforms/).

Early application is recommended.

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

## General Drop Instructions

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

- To drop a class email: [Records@mayvillestate.edu](mailto:Records@mayvillestate.edu).
- For drop dates that fall on a Saturday, an email to [Records@mayvillestate.edu](mailto:Records@mayvillestate.edu) on or before that date will be accepted.
- For complete withdrawal of classes, email Deb O'Brien at [debra.obrien@mayvillestate.edu](mailto:debra.obrien@mayvillestate.edu)

## Register for a MSU Extended Learning Course?

1. Talk to your advisor.
2. Go to [www.mayvillestate.edu](http://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.

**Questions?** Call the Office of Extended Learning at 1.800.437.4104 ext. 34667

## How to apply and register

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

**Fall 2018 registration will begin on April 3, 2018. Registration courses will continue until the beginning of each session.** Courses require a minimum number of pre-registered students. Any course may be cancelled due to low enrollment. Students will be informed of any cancellation affecting their enrollment before the beginning of the class. This class schedule is subject to change.

### Extended Learning Course Registration

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

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

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

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

#### Extended Learning (Online Classes)

Office of Extended Learning, ext. 34667  
[ExtendedLearning@mayvillestate.edu](mailto:ExtendedLearning@mayvillestate.edu)

#### Admissions

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

#### Financial Aid

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

#### Bookstore

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

#### Housing

Campus Programming, ext. 34697

#### Registration

Office of Academic Records, ext. 34774  
[Records@mayvillestate.edu](mailto:Records@mayvillestate.edu)

#### Business Office

Business Office ext. 34757  
[jon.nygard@mayvillestate.edu](mailto:jon.nygard@mayvillestate.edu)  
[lois.karlstad@mayvillestate.edu](mailto:lois.karlstad@mayvillestate.edu)

**Fall 2018**  
**Book Ordering Begins**  
**Tentatively August 2, 2018**  
**Check**

[www.Mayvillestatebookstore.com](http://www.Mayvillestatebookstore.com)