



**Mayville
State
University**



IVN & ONLINE COURSES
Spring 2019

MayvilleState.edu/msu-online
701.788.4667

Liberal Arts/Essential Studies (online)

COMM 110 Fundamentals of Public Speaking (3)

Class Number: 3973 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 and electronic communication not only in the classroom, but also as a member of the community. Prerequisite: None. Essential Studies.

COMM 316 Intercultural Communication (3)

Class Number: 17519 Instructor: Carolyn Baker

This course will provide an overview of the study of intercultural or international communication. Topics addressed will include: history, literature, and culture of specific groups including racial, religious, and ethnic issues that affect communication patterns and outcomes.

ECON 201 Principles of Microeconomics (3)

Class Number: 3981 Instructor: Donna Gutschmidt

This course examines how individual consumers, businesses, and units of government function in the economy. It includes opportunity cost, supply and demand, production and cost analysis, market structures, taxation, government provision of goods and services, and income distribution. Prerequisite: None.

ENGL 110 College Composition I (3)

Class Number: 3985 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. Essential Studies. 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 ACS 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 Number: 3990 Instructor: Aprill Hastings

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

ENGL 350 Young Adult Literature/Media (3)

Class Number: 4918 Instructor: Aubrey Madler

Cross-listed with LMIS 350. A survey of young adult literature and media for middle school, secondary and public libraries covering all genres including a balance of non-fiction to support Common Core State Standards in the classroom. Covers classic and contemporary works, with attention to literature of diverse populations (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) and emerging communication techniques. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of young adults, and literature appreciation in young adults.

GEOG 103 Multicultural World, Global Issues (3)

Class Number: 4156 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. Prerequisite: None.

GEOG 115 Introductory Geology (3)

Class Number: 4721 Instructor: Khwaja Hossain

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

GEOG 115L Introductory Geology Lab (1)

Class Number: 4722 Instructor: Khwaja Hossain

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

GEOG 300 World Regional Geography and Anthropology (3)

Class Number: 4158 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. Prerequisite: Completion of ENGL 110 and ENGL 120 or 125.

HIST 102 Western Civilization II (3)

Class Number: 4161 Instructor: Dalton McMahon

History 102 is designed to provide students with a

basic knowledge of World History from Early Modern Europe through current times. Areas covered are: Religious Wars, Rise of Absolutism, enlightenment and Exploration, France v. Britain for world power, French Revolution and Napoleon. German and Italian unification, World War I, years between World Wars, World War II and the Modern World. Prerequisite: None.

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

Class Number: 4618 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 21st century includes the developments in the world of art, literature and history that took place during the same time frame. Essential Studies.

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

Class Number: 4620 Instructor: Eric Johnson

History of Art in a Multicultural World is a humanities course intended to promote an 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



Liberal Arts/Essential Studies (online)

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 Number: 4640 Instructor: Codie Davis

This is an introductory survey 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. Prerequisite: None. Essential Studies.

PSYC 290 Theories of Learning and Management (2)

Class Number: 4937 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.

PSYC 330 Behavior Modification and Management (3)

Class Number: 4645 Instructor: Robert Bennett

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

PSYC 332 Applied Psychology (3)

Class Number: 4646 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.

PSYC 422 Educational Assessment (2)

Class Number: 4922 Instructor: Brittany Hagen

The focus of this course is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment

practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. Prerequisite: PSYC 111 and Junior standing.

SOC 110 Introduction to Sociology (3)

Class Number: 4680 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. Prerequisite: None.

SOC 335 Marriage and the Family (3)

Class Number: 4685 Instructor: Lonamalia Smith

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

SOC 351 Sociology of Aging (3)

Class Number: 17597 Instructor: Lonamalia Smith

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

SOC 355 Drugs and Society (3)

Class Number: 4684 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. Essential Studies.

SPAN 101 First Year Spanish I (4)

Class Number: 4686 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 Number: 4687 Instructor: Carmen Rygg

Continuation of SPAN 101. Prerequisite: SPAN 101.

SPAN 201 Second Year Spanish I (4)

Class Number: 4691 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 Number: 4693 Instructor: Carmen Rygg

Continuation of SPAN 201. Prerequisite: SPAN 201.

UNIV 100 Seminar on Success (SOS)

Class Number: 3969 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. Special Fees \$15.



UNIV 305 International Perspectives in Health I (3)

Class Number: 4778

Instructor: Collette Christoffers

This course is founded on the premise that optimal health is not only the absence of disease or infirmity but also the result of a person's cultural background, race and ethnicity, educational level, and access to health care. Through focused engagement across the curriculum, the student will grow in knowledge and understanding of health beliefs and practices of various international populations with an emphasis on social determinants of health, cultural competency, environmental influence, health beliefs and health seeking behaviors, social justice, professional role comparison, and self-reflection. The student will apply learning to real-world challenges within individual and team assignments. An optional study abroad experience will follow this course. Pre-requisite: none.

UNIV 345 Grant Writing (3)

Class Number: 4934 Instructor: Allison Johnson

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

Business

IVN Remote (Interactive Video Network) and Online Synchronous

ACCT 306 Cost Accounting II (3)

Class Number: 4797 Instructor: Gene Levitt

IVN/Online Synchronous — Tues. 3:30pm-4:45pm

A continuation of the cost accounting cycle with emphasis on cost accounting for decisions, cost allocations and revenues, and quality and JIT. Prerequisite: ACCT 305. Recommended: BUSN 235 or equivalent knowledge of Excel.

CAMPUS AND DISTANCE STUDENTS CAN ATTEND WEEKLY SCHEDULED LECTURE/LAB SESSIONS. SESSIONS ARE ALSO RECORDED FOR VIEWING LATER.

ACCT 316 Banking Law (3)

Class Number: 4799 Instructor: Tom Moe

IVN/Online Synchronous — T/Th 8:00am-9:15am

THERE ARE NO RECORDINGS FOR THIS CLASS, STUDENTS MUST ATTEND DURING THE SCHEDULED TIME ONLY. NO EXCEPTIONS.

A continuation of the study of business law, with emphasis on secured transactions, corporations, partnerships, bankruptcy and other topics of general interest in the banking and accounting fields. Prerequisite: ACCT 315.

ACCT 360 Accounting Systems (2)

Class Number: 4801 Instructor: Dustin Olson

Review of the accounting cycle, completion of manual and computerized practice sets, using software such as QuickBooks or Microsoft Dynamics, review of internal control, and the interface of accounting and financial reporting. Prerequisite: ACCT 201.

ACCT 401 Business Income Taxation (3)

Class Number: 4803 Instructor: Dustin Olson

IVN/Online Synchronous — MWF 12:00-12:50pm

A study of federal income tax laws applicable to corporations and partnerships and advanced problems of individual taxation. Prerequisite: Junior Standing
STUDENTS CAN ATTEND CLASS AT SCHEDULED TIME. LECTURES ARE RECORDED FOR VIEWING LATER, DISTANCE STUDENTS WORK AT SAME PACE AS CAMPUS STUDENTS.

ACCT 450 Auditing & Assurance Svcs (3)

Class Number: 4805 Instructor: Gene Levitt

IVN/Online Synchronous — Thurs. 3:30-4:45pm

A study of standards, concepts, and objectives of auditing, including preparation of audit working papers and audit reports, other assurance services, and problems that arise in the course of an audit. Prerequisite: Junior standing.

CAMPUS AND DISTANCE STUDENTS CAN ATTEND WEEKLY SCHEDULED LECTURE/LAB SESSIONS. SESSIONS ARE ALSO RECORDED FOR VIEWING LATER.

BUSN 235 Computer Applications I (3)

Class Number: 4806 Instructor: Rhonda Nelson

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

BUSN 325 Management Theory and Research (3)

Class Number: 14249 Instructor: Rob Johnston

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

BUSN 352 Marketing Theory & Research (3)

Class Number: 14251 Instructor: Donna Gutschmidt

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

BUSN 391 Professional Development (1)

Class Number: 4818 Instructor: Rhonda Nelson

This course is designed to prepare students for the transition from school to work and assist them in presenting themselves in the most positive manner. Course content includes, but is not limited to, job search activities, opportunities and documents as well as business etiquette and appropriate business attire. Prerequisite: Recommended: Junior standing or instructor permission.

BUSN 402 Advertising and Promotion Management (3)

Class Number: 4809 Instructor: Donna Gutschmidt

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

BUSN 418 Operations Management (3)

Class Number: 4819 Instructor: Theodore Stoa

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

BUSN 423 Consumer Behavior (3)

Class Number: 4820 Instructor: Robert Tangsrud

This course provides a study of advertising and other promotional tools from an Integrated Marketing Communication (IMC) perspective. Grounded on a foundation of advertising and other traditional promotion elements, students will gain exposure to a growing variety of additional communication channels and tools, including internet-based outlets such as social media venues, which marketers are increasingly using to build brands. Recommend CIS 119 or equivalent knowledge of MS Word & PowerPoint. Prerequisite: BADM 301; PSYC 111 or SOC 110.

BUSN 443 Ethical Decision Making (3)

Class Number: 4813 Instructor: Theodore Stoa

This course will focus on the ethical issues that business professionals face. It will challenge the student's critical thinking about the role of business in society, the nature of corporate social responsibility, and the influence of social, political, legal, regulatory and environmental issues.

BUSN 454 Human Resource Mgmt (3)

Class Number: 4814 Instructor: Rob Johnston

This course provides students an opportunity to learn the importance of managing an organization's human resources. Students will examine how human behavior, legal framework, individual differences, and employee performance influence the organizational goals and objectives. A critical component of this course includes strategically planning and applying human resource functions to a business experiencing change. Prerequisite: BADM 302.

BUSN 482 Business Comprehensive (3)

Class Number: 4824 Instructor: Robert Tangsrud

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

CIS 175 Information Literacy (1)

Class Number: 4833 Dates: 1/7/19-3/13/19

Instructor: Kelly Kornkven

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.

Early Childhood (online)

CIS 385 Contemporary Multimedia Tools (4)

Class Number: 17670 Instructor: Christine Gonnella

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

EC 210 Introduction to ECE (3)

Class Number: 4835 Instructor: Sarah Kallock

This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children, will also be explored. Some of the conditions addressed include: cultural diversity socio-economic conditions, and family structures. Course content also includes plan, and the stages of cognitive, social/affective, and physical development of young children. This course is for educators who will be teaching in Birth to Third Grade classrooms. Co-requisite: EC 211.

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

Class Number: 4836 Instructor: Sarah Kallock

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

EC 298 AA Internship (3)

Class Number: 4838 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.

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

Class Number: 4843 Instructor: Ann Willeson

The purpose of this course is to address play, music and movement, creative art, and drama in the early childhood and primary education classrooms. Students will develop and implement an integrated curriculum that focuses on children's needs and interests, considering especially each child's individual culture and family. In addition, students will discover the influence that purposeful play has on children's social, cognitive and physical development. This knowledge will enhance their ability to create, evaluate, and select developmentally appropriate materials, equipment, environments, and strategies for children Pre-K - Third Grade. This course is for educators who will teach in Birth to Third Grade classrooms. Prerequisites: EC 210, EC 211.

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

Class Number: 4845 Instructor: Kelli Odden

Cross-listed with SPED 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of preschool to grade 3 children, and are encouraged to take this course when they will also be taking a field experience. Educators who will be teaching in birth to third grade classrooms. Prerequisite: EC 210, EC 211.

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

Class Number: 4847 Instructor: Sarah Kallock

Cross-listed with SPED 340. The purpose of this course is to emphasize the importance of assessment and documentation in Infant/Toddler Programs. Students will explore a variety of assessment techniques which are unique to the infant/toddler setting. A number of tools used to document children's development as well as ways to communicate with parents of infants and toddlers, will be central to this course. It is especially important to consider each child's family and culture when planning appropriate assessment. Students will participate in field work which will allow them to develop their assessment and documentation skills. Prerequisite: EC210, EC 211.

EC 375 Supervised Tutorial Experience

(3) Class Number: 4849 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; for After School-EC 333; for Infant/Toddler-EC 320; for Special Needs-EC 337.



EC 398 Child Development Internship (6)

Class Number: 4854 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 0-5. 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. Prerequisites or co-requisites: EC 412, 418.

EC 398A BA Internship (3)

Class Number 4856 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 0-5, 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 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. Prerequisites or Co-requisites: EC 412 & 418.

EC 495 Service Learning in ECE (2)

Class Number: 4858 Instructor: Kayla Smith

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.

Education (online)

EDUC 250 Introduction to Education (3)

Class Number: 4860 Instructor: Brittany Hagen

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 be introduced to the professionalism of teaching. Prerequisite: ENGL 110, ENGL 120 or ENGL 125, MATH 103 with minimum 'C'. It is highly recommended that EDUC 276 be taken prior to this course. Co-requisite EDUC 272.

EDUC 272 Educational Technology (2)

Class Number: 4862 Instructor: Heidi Eckart

The purpose of this course is 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 Educational Technology Standards and INTASC principles to guide learning experiences. Co-requisite: EDUC 250.

EDUC 276 Praxis Core Academic Skills Test Prep (1)

Class Number: 17977 Instructor: Kelly Kornkven

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 Number: 4939 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.

EDUC 351 Remedial Reading Practicum (1-2)

Class Number: 4874 Instructor: Jeni Peterson

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. This course must be taken for 2 SH for the North Dakota Reading Credential. Special Education majors may choose the 1 SH option. Prerequisite: EDUC 350 and Admission to Teacher Education. Cross-listed with SPED 351.

EDUC 380 Teaching English Language Learners (2)

Class Number: 4875 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. Prerequisites: Admission to Teacher Education. Co-requisite: EDUC 381.

EDUC 422 Educational Assessment (2)

Class Number: 4884 Instructor: Brittany Hagen

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



EDUC 480 General Methods for Secondary Educators (4)

Class Number: 4886 Instructor: Sarah Anderson

This methods course prepares teaching candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design for learning and authentic literacy. Candidates will: write a preliminary philosophy of education, learn to craft effective lessons, design varied instruction, conduct formative assessment, and respond to needs in order to promote positive student outcomes, meet standards and support the development of 21st Century Skills. Course readings will examine how to create a content-rich curriculum that links knowledge with thinking. Opportunities to design and experiment with instruction will be embedded. Prerequisite: Admission to Teacher Education; Co-requisite: EDUC 480L.

EDUC 480L General Methods Field Experience (1)

Class Number: 4888 Instructor: Sarah Anderson

This course is designed for teacher candidates who are secondary education majors and complements their general methods course. The experience includes a 30-hour field placement in a secondary school classroom (grades 7-12). Candidates will observe their cooperating teachers, examine the professional practice of teaching, reflectively journal, teach at least one lesson, demonstrate professional disposition and model ethical practice. The teacher candidate will be observed once during the experience; this observation will include pre and post conference and feedback on instruction. Co-requisite EDUC 480.

LMIS 350 Young Adult Literature/Media (3)

Class Number: 4895 Instructor: Aubrey Madler

Cross-listed with ENGL 350. A survey of young adult literature and media for middle school, secondary and public libraries covering all genres including a balance of non-fiction to support Common Core State Standards in the classroom. Covers classic and contemporary works, with attention to literature of diverse populations (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation) and emerging communication techniques. Students will engage in relat-

Education (online)

ed studies on topics including selection and evaluation of materials, the needs and interests of young adults, and literature appreciation in young adults.

SPED 330 Behavior Modification and Management (3)

Class Number: 4935 Instructor: Robert Bennett

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

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

Class Number: 4904 Instructor: Kelli Odden

Cross-listed with EC 336 and EDUC 336. This course involves the study of classroom management, motivation, building self-esteem, and positive discipline strategies. Students will learn about the cultural influences on child behavior, both typical and atypical. Students have opportunities to apply these techniques with groups of pre-school to grade 3 children and are encouraged to take this course when they will also be taking a field experience. This course is for educators who will teach in Birth to Third Grade classrooms. Prerequisite: EC210, EC211.

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

Class Number: 4906 Instructor: Sarah Kallock

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

SPED 343 Classroom Modifications (3)

Class Number: 4908 Instructor: Sarah Kallock

This course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies and methods to meet the needs of children, youth and young adults representing 'at risk' populations; those with disabilities, developmental disabilities and special abilities. Observations in a naturalistic setting will occur. Data collected on current behavior will be used to determine developmentally appropriate activities and materials. Prerequisite: None. Cross-listed with EC 343.

SPED 351 Remedial Reading Practicum (1-2)

Class Number: 4902 Instructor: Jeni Peterson

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. This course must be taken for 2 SH for the North Dakota Reading Credential. Special Education majors may choose the 1 SH option. Prerequisite: EDUC 350 and Admission to Teacher Education. Cross-listed with EDUC 351.

SPED 384 Emotional Disturbance (3)

Class Number: 4910 Instructor: Carly Theis

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

SPED 385 Emotional Disturbance Practicum (2)

Class Number: 4911 Instructor: Carly Theis

This clinical course is designed for students who are earning a degree in special education and compliment coursework on emotional and behavioral disorders. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with emotional disturbances. Students will apply methods with a student with an emotional disturbance. The student performs other duties as delegated through their accompanying method course. Prerequisite: EDUC 389; Co-requisite: SPED 384.

SPED 386 Learning Disabilities (3)

Class Number: 4912 Instructor: Carly Theis

This course will include identification, characteristics and delivery of services for children, youth and other individuals with learning and related disabilities. A heavy emphasis will be placed on creating and modifying learning environments, and adapting instructional strategies to meet the needs of students in inclusive early childhood, elementary and secondary settings. Students will focus on best practices and methods related as well as technology for teaching to varied learning needs. Prerequisite: EDUC 389; Co-requisite: EDUC 387.

SPED 387 Learning Disabilities Practicum (2)

Class Number: 4913 Instructor: Carly Theis

This clinical course is designed for students who are earning a degree in special education and compliment coursework on a variety of learning disabilities. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with learning disabilities. Students will apply course instruction with an individual with a learning disability. The student will perform other tasks as delegated in their accompanying methods course concerning learning disabilities. Prerequisite: SPED 389; Co-requisite: SPED 386.

SPED 389 Foundations of Special Education (3)

Class Number: 4914 Instructor: Sarah Kallock

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





Graduate Level Courses Education (online)

EDUC 500 Teaching Mentorship Clinical Experience (6)

Class Number: 4889 **Instructor:** A. 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.

EDUC 522 Educational Assessment (3)

Class Number: 4890 **Instructor:** A. Dulski-Bucholz

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

EDUC 550 Foundations of Education and Leadership (3)

Class Number: 4891 **Instructor:** Brittany Hagen

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

EDUC 572 Instructional Resources and Technology (2)

Class Number: 4892 **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 7-12 learners' engagement and motivation is explored while building 21st Century skills.

EDUC 580 Instructional Strategies for the Classroom Teacher(4)

Class Number: 4893 **Instructor:** Sarah Anderson

This course prepares students to provide high-quality instruction in today's diverse classrooms using a backwards design approach to most effectively plan for differentiated instruction. Students will develop a philosophy of education, design lessons using research-based strategies to differentiate learning, conduct formative assessment, and respond to needs to promote positive student outcomes and meet standards. Students will learn how to implement instructional strategies that support STEM learning and the development of 21st century skills. A backwards design approach will focus on technology integration, trans-disciplinary instruction, and real-world problem solving. Prerequisite: EDUC 550, EDUC 572, EDUC 592.

EDUC 592 Theories of Learning and Management (2)

Class Number: 4894 **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.

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

HPER 217 Personal and Community Health (2)

Class Number: 4958 **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 and emotional aspects of human sexuality, and study of community and environmental health.

HPER 222 Nutrition (3)

Class Number: 4960 **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.

HPER 315 Movement Education in Early Childhood (2)

Class Number: 4964 **Instructor:** Ashley Nelson

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

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

Class Number: 4966 **Instructor:** Ashley Nelson

A course designed specifically for the Elementary Education majors and HPER majors/minors. Areas of study include: understanding the need for physical education; the instructional process; program imple-

mentation; and teaching the objectives of physical education (personal health skills, motor skills, lifetime activities, and sport skills). Peer teaching of an elementary physical education lesson plan will be included. The 10 content areas of health will be studied.

HPER 321 Foundations and Methods of Coaching (2)

Class Number: 4968 **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 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 Number: 4970 **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 350 Motor Learning (2)

Class Number: 4973 **Instructor:** Staff

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

HPER 380 Sport Sociology (2)

Class Number: 4980 **Instructor:** Joel White

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

HPER 440 Organization and Administration of Physical Education and Athletics (2)

Class Number: 4986 **Instructor:** Ashley Vandeven

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

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

Class Number: 4990 **Instructor:** Ashley Nelson

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

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

Class Number: 4992 **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.



Nursing (online)

NURS 310 Nursing Informatics and Health Care Technologies (2)

Class Numbers: 4772, 4773 **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.
Class Dates: 3/28/2019—5/3/2019

NURS 350 Baccalaureate Role Development: Providers of Care, MGR of Care, Member of a Profession (3)

Class Number: 4764, 4765
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.
Class Dates: 1/7/2019—2/13/2019

NURS 360 Holistic Health Assessment Across the Lifespan (4)

Class Number: 4766, 4767 **Instructor:** Monica Ptacek
Further development of skills to assess the health status of individuals across the lifespan with a focus on the aging adult. Consideration of interpretation of findings

from physical, physiological (including pathophysiological), and socio-cultural perspectives. Pre-requisites or Co-requisites: NURS 310, NURS 350.
Class Dates: 1/7/2019—2/13/2019

NURS 360 Holistic Health Assessment Across the Lifespan (4)

Class Number: 4768, 4771
Instructor: Monica Ptacek
Further development of skills to assess the health status of individuals across the lifespan with a focus on the aging adult. Consideration of interpretation of findings from physical, physiological (including pathophysiological), and socio-cultural perspectives. Prerequisites or Co-requisites: NURS 310, NURS 350.
Class Dates: 2/14/2019—3/27/2019

NURS 370 Evidence-based Practice (3)

Class Number: 4769, 4770
Instructor: Collette Christoffers
Overview of the research process as a foundation for utilizing research in nursing practice. Consideration of clinical questions and the evidence available to answer them. Pre-requisites: NURS 310, NURS 350, and an approved statistics course.
Class Dates: 2/14/2019—3/27/2019

NURS 370 Evidence-based Practice (3)

Class Number: 4774, 4777
Instructor: Collette Christoffers
Overview of the research process as a foundation for utilizing research in nursing practice. Consideration of clinical questions and the evidence available to answer them. Pre-requisites: NURS 310, NURS 350, and an approved statistics course.
Class Dates: 3/28/2019—5/3/2019

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

Class Number: 4775, 4776
Instructor: 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. Pre-requisites: NURS 310, NURS 350.
Class Dates: 3/28/2019—5/3/2019



Biology (online)

BIOL 220 Anatomy & Physiology I (3)

Class Number: 3959 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. Essential Studies.

BIOL 220L Anatomy & Physiology I Lab (1)

Class Number: 3960 Instructor: Joseph Mehus

Two laboratory hours per week. Laboratory topics to be covered are designed to complement the materi-

als 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-req. BIOL 220. Essential Studies.

BIOL 221 Anatomy & Physiology II (3)

Class Number: 3961 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 consid-

ered. 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 Number: 3963 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 developmental topics will be reviewed. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected and activities related to the study of human physiology are also included. Co-requisite: BIOL 221.

Science and Mathematics (online)

CHEM 121 General Chemistry I (3)

Class Number 5616 Instructor: Jeff 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. Limit 10.

CHEM 121L General Chemistry I Lab (1)

Class Number 5617 Instructor: Jeff 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. Limit 10.

CHEM 122 General Chemistry II (3)

Class Number 9443 Instructor: Jeff Hovde

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

CHEM 122L General Chemistry II Lab (1)

Class Number 9444 Instructor: Jeff Hovde

Students will develop familiarity with basic equipment and techniques used in chemical laboratories; will learn to interpret data using graphical analysis and spreadsheets; will use equipment and chemical reagents in a safe manner; and will gain the ability to perform a variety of chemistry experiments, for example involving enthalpy measurements and phase

changes, elementary chromatography, colligative properties of solutions, rates of chemical reactions, titration analysis, etc. The course consists of 2 hours of laboratory per week. Pre-requisite: CHEM 121. Co-requisite: CHEM 122.

GEOL 115 Introductory Geology (3)

Class Number 4719 Instructor: Khwaja Hossain

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

GEOL 115 Introductory Geology Lab (1)

Class Number: 4720 Instructor: Khwaja Hossain

Two hours lab per week. Procedures will involve study of rock and mineral types, identification of specimens, and the processes which shape the surface of our Earth. Field experiences will be required. Co-requisite GEOL 115.

MATH 103 College Algebra (3)

Class Number: 4725 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 score, ASC 093 or equivalent with a grade of "C" or higher. Essential Studies.

MATH 165 Calculus I (4)

Class Number: 4739 Instructor: Fred Strand

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

MATH 265 Calculus III (4)

Class Number: 4740 Instructor: Fred Strand

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

MATH 277 Math for Elementary Teachers (3)

Class Number: 4741 Instructor: Gretchen Peterson

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

MATH 323 Probability & Statistics (3)

Class Number: 4732 Instructor: Mary Townsend

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

MATH 412 Differential Equations (3)

Class Number: 4735 Instructor: Mary Townsend

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

MATH 435 Theory of Numbers (3)

Class Number: 4743 Instructor: Mary Townsend

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

MATH 480 Mathematics Comprehensive (1)

Class Number: 4744 Instructor: Fred Strand

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

Physics (online)



PHYS 211 College Physics I (3)

Class Number: 4747 Instructor: Tom Gonnella

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

PHYS 211L College Physics I Lab (1) ‡

Class Number: 4784 Instructor: Tom Gonnella

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

Class Dates: 1/7/2019—3/3/2019

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

Class Number: 4790 Instructor: Tom Gonnella

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

Class Dates: 3/4/2019—5/5/2019

PHYS 212 College Physics II (3)

Class Number: 4749 Instructor: Tom Gonnella

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

PHYS 212L College Physics II Lab (1) ‡

Class Number: 4785 Instructor: Tom Gonnella

This course consists of two hours of laboratory per week and the assignments derived from the lecture course,

PHYS 212. The students will collect data using interfaced probeware, apply a variety of data analysis tools, and investigate mathematical relationships by using simulation software. Students are expected to have a fundamental understanding of Microsoft Excel prior to enrolling in this course.

Class Dates: 1/7/2019—3/3/2019

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

Class Number: 4791 Instructor: Tom Gonnella

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

Class Dates: 3/4/2019—5/5/2019

PHYS 251 University Physics I (4)

Class Number: 4751 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.

PHYS 251L University Physics I Lab (1) ‡

Class Number: 4786 Instructor: Tom Gonnella

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

Class Dates: 1/7/2019—3/3/2019

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

Class Number: 4792 Instructor: Tom Gonnella

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

Class Dates: 3/4/2019—5/5/2019

Students enrolling collaboratively from UND, NDSCS, or other NDUS institutions should contact the collaborative coordinator on their home campus to enroll.

PHYS 252 University Physics II (4)

Class Number: 4753 Instructor: Tom Gonnella

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

PHYS 252L University Physics II Lab (1) ‡

Class Number: 4787 Instructor: Tom Gonnella

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

Class Dates: 1/7/2019—3/3/2019

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

Class Number: 4793 Instructor: Tom Gonnella

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

Class Dates: 3/4/2019—5/5/2019

‡ Class # 4784, 4785, 4786, 4787

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

♦♦ Class # 4790, 4791, 4792, 4793

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

IVN Remote (Interactive Video Network) and Online Synchronous Courses

EDUC 302 Social Studies Strategies in the Elementary School (3)

Class Number: 4865 Instructor: Carly Theis

IVN/Online Synchronous — Tues 6:30-7:50pm

This course is required of all elementary majors following EDUC 301. This course allows the teacher candidate to practice implementing research-based teaching strategies in the classroom and in several required field experiences. A focus on the use of inquiry lessons, simulations, and multi-modal lesson development is reinforced. The importance of teaching to different learning styles and multiple intelligences is emphasized along with critical thinking skills and effective teaching practices to meet the needs of diverse learners. Students collaboratively create a thematic unit to develop a foundational understanding of teaching the strands of social studies through multiple methods. This course requires students to have an approved background check and liability insurance prior to the field experience. Prerequisite: EDUC 301 and Admission to Teacher Education. 20 Hours Field Experience and Praxis Pass Required. Corequisite: On Campus: EDUC 319, EDUC 325, HPER 319. Distance: EDUC 319.

IVN sites for classes on February 5th and April 16th include LRSC, MSU, WSC and other sites as determined within 45 miles of a student's home. On the other class dates, students must join scheduled classes via PEXIP desktop conferencing for synchronous, scheduled class times.

EDUC 319 Language Arts in the Elementary School (3)

Class Number: 4871 Instructor: Cindy Gregg

IVN/Online Synchronous — Tues 5:00—6:20pm

A continuation of EDUC 318 with a focus on oral communication, written expressions, handwriting, spelling, literature, and approaches to reading instruction to include basal reading programs, literature focus units, literature circles, and reading and writing workshops in primary and intermediate grades. Teacher candidates will demonstrate library research and technology competencies in developing their philosophy of education papers. Teacher candidates will participate in a variety of diverse field experiences. This course requires students to have an approved background check and liability insurance prior to the field experience. 20 Hours Field Experience and Praxis Pass Required. Prerequisite: EDUC 318 and Admission to Teacher Education. Corequisite: On Campus: EDUC 302, EDUC 325, HPER 319. Distance: EDUC 302.

IVN sites for classes on February 5th and April 16th include LRSC, MSU, WSC and other sites as determined within 45 miles of a student's home. On the other class dates, students must join scheduled classes via PEXIP desktop conferencing for synchronous, scheduled class times.



SCNC 321 Science Strategies for Elementary Teachers II (3)

Class Number 4762 Instructor: Jeffrey Sieg

IVN/Online Synchronous— Monday 5:00-7:30pm

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

Students located within 45 miles of Mayville, Devils Lake, Williston, and Wahpeton will be required to attend class every Monday class period 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 synchronous, scheduled class times.

Check it out:

www.mayvillestate.edu/msu-online

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

Or call 1-800-437-4104 x34667



Academic Calendar

Fall Semester, 2018

August 20	Orientation/Registration
August 20	Classes begin at 4:00 p.m. *
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 a record
September 3	Labor Day - no classes
September 5	Final bill payment
September 13	Application for graduation due for spring and summer \$25 late fee beginning Sept. 15)
September 17	Enrollment census date
November 9	Last day to withdraw from term/drop with record
November 12	Veterans Day - no classes
November 22-23	Thanksgiving - no classes
November 26	Classes resume
December 10-14	Last week of classes/Finals Week
December 18	Grades due at 12:00 noon

Spring Semester, 2019

January 7	Orientation/Registration
January 7	Classes begin at 4:00 p.m. *
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 a record
January 21	Martin Luther King, Jr. Day - no classes
January 23	Final bill payment deadline
February 4	Enrollment census date
February 7	Application for graduation due for summer (\$25 late charge beginning Feb. 9)
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 30)
April 5	Last day to withdraw from term/drop with record
April 19-22	Easter Break - no classes
April 23	Classes resume
May 6-10	Last week of classes/Finals Week
May 11	Commencement
May 14	Grades due at noon
May 27	Holiday- Memorial Day

Student Information

Tuition and Fees

Tuition for all online and distance courses is charged per credit. Subject to change without notice.

Online Courses and Courses at Distance Sites/Online Synchronous

\$295 per credit *

**Books and instructional materials are NOT included in the price above. Books and instructional materials are available at www.mayvillestatebookstore.com.*

On-Campus Students:

Online course enrollment is not included in on-campus tuition and fees.

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 and www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documents/forms/. 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.

**For drop dates that fall on a Saturday, an email to Records@mayvillestate.edu on or before that date will be accepted. Office hours are Mon—Fri from 8:00am-4:30 pm.*

Access [Campus Connection](#) for class registration, class schedules, grades, fee statements, and financial aid award statement.

Access Academic Catalog 2018-2020 to review courses, prerequisites and descriptions:

<http://mayvillestate.smartcatalogiq.com/en/2018-2020/2018-2020-Academic-Catalog>



Academic Information

High School Sophomores, Juniors and Seniors

High school students classified as sophomores, juniors, and seniors may enroll as special students or earn dual credit. To qualify, the student must have a 3.0 GPA and be recommended by his/her high school principal or superintendent.

Information regarding dual credit may be obtained from your high school principal or the Office of Extended Learning at 701-788-4667.

Kindergarten Endorsement

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

EC 210 - Introduction to ECE (3)

EC 211 - Observation, Assessment and Interpretation
Techniques (3)

EC 313 – Language/Literacy in ECE (3)

SPED 237 – Special Needs in ECE (3)

EDUC 436 – Kindergarten Methods (2)

Current Mayville State students who wish to teach kindergarten must complete the Early Childhood Education minor, EDUC 436 – Kindergarten Methods, and enroll in five (5) S.H. of kindergarten student teaching.

Note: ESPB administrative rules are available on the ESPB Web Site: <https://www.nd.gov/espb/about-espb/administrative-rules>.

Book Ordering

To purchase books and course materials you may visit the MSU Bookstore website at www.mayvillestatebookstore.com.

Click on "Online/Distance" and proceed with ordering your books. If you are new to the MSU Bookstore website, you will need to create a profile before you order. If you have any questions, please contact the MSU Bookstore at 800-437-4104, Ext. 34823 or email Cheryl.angen@mayvillestate.edu.

Book ordering for Spring 2019 begins December 4, 2018.

How to Apply and Register

Visit 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.

Spring 2019 registration will begin on November 6, 2018. Registration for 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.

Extended Learning Course Registration

Following admission to Mayville State, go to Campus Connection and register for any of the Extended Learning courses offered. 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, click "MSU Online" then on "A&P Registration." Follow the instructions listed for applying, submitting your application, and registering once admitted.

FOR MORE INFORMATION CALL 1-800-437-4104

Office of Extended Learning (Online Classes), ext. 34667

ExtendedLearning@mayvillestate.edu

Office of Admissions, ext. 34635

MASU.Admissions@mayvillestate.edu

Financial Aid, ext. 34893

Fin_Aid@mayvillestate.edu

Office of Academic Records, ext. 34774

records@mayvillestate.edu

