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**Distance and Online Course Bulletin**

**APPLY NOW!**

**[www.mayvillestate.edu](http://www.mayvillestate.edu)**

**REGISTER APRIL 7 — SEPTEMBER 2**



# **HOW TO APPLY**

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

**Apply now through July 31 and the application fee will be waived when you use the case-sensitive code:  
mayville2020**

## **Degree-seeking Students**

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

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

## **Non-Degree Students**

**To apply for admission so you can take classes without seeking a degree from Mayville State University, email or call:**

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

## **Collaborative Students**

**If you are a student from another NDUS institution and would like to enroll collaboratively with Mayville State University, contact the registration office at your home institution to submit a Collaborative Request Form.**

## **Continuing Education Students**

**If you are seeking professional development courses:**

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

## Academic Calendar 2020 – 2021

### **Fall Semester 2020**

**August 17** Last day for out-of-state enrollment in Anatomy and Physiology courses

August 24 Orientation/Registration  
 August 24 Classes begin at 4:00pm  
 August 25 First 5-week session begins  
 August 24 8-week session begins  
 August 25 First Full day of classes  
 September 2 Last day to register or add a class  
 September 2 Last day to drop a class without record  
 September 7 Labor day-No classes  
 September 9 Final bill payment

**September 13** Application for spring graduation due (\$25 late charge beginning Sept. 14)

September 21 Enrollment census date  
 September 28 Last day of first 5-week session  
 September 29 Second 5-week session begins  
 October 18 First 8-week session ends  
 October 19 Second 8 week session begins  
 November 2 Last day of second 5-week session  
 November 3 Third 5-week session begins  
 November 11 Veterans Day—No classes  
 November 13 Last day to withdraw from term or drop with record  
 November 25-27 Thanksgiving— No classes  
 November 30 Classes resume  
 December 11 Last day of third 5-week session  
 December 13 Last day of second 8 week session  
 December 14-18 Final Exam Week  
 December 22 Grades due at 12:00 noon

### **Spring Semester 2021**

January 11 Orientation/Registration  
 January 11 Classes begin at 4:00pm  
 January 11 First 8 week session Begins  
 January 12 First full day of classes  
 January 12 First 5-week session begins  
 January 18 Martin Luther King, Jr. Day-No classes  
 January 21 Last day to register or add a class  
 January 21 Last day to drop a class without record  
 January 27 Final bill payment deadline

**February 7** Application for summer graduation due (\$25 late charge beginning Feb. 8)

February 8 Enrollment census date  
 February 15 Presidents Day — No classes  
 February 17 Last day of first 5-week session  
 February 18 Second 5-week session begins  
 March 7 End of first 8 week session  
 March 8 Beginning of second 8 week session  
 March 15-19 Spring Break  
 March 22 Classes resume

**March 28** Application for fall graduation due (\$25 late charge beginning March 29)

March 31 Last day of second 5-week session  
 April 1 Third 5-week session begins  
 April 2-5 Easter Break— No classes  
 April 6 Classes resume  
 April 9 Last day to withdraw from term or drop with record  
 May 7 Last day of third 5-week session  
 May 10-14 Final Exam Week  
 May 15 Commencement  
 May 18 Grades are due at 12:00 noon  
 May 31 Holiday-Memorial Day

### \*FALL 2020 ACADEMIC DROP DATES\*

<u>SESSION</u>	<u>DROP (no record)</u>	<u>DROP("W")</u>
<b>REGULAR</b>	<b>Sept 2</b>	<b>Nov 13</b>
<b>1st 8-WEEK</b>	<b>Aug 28</b>	<b>Oct 1</b>
<b>2nd 8-WEEK</b>	<b>Oct 23</b>	<b>Nov 26</b>
<b>1st 5-WEEK</b>	<b>Aug 27</b>	<b>Sept 17</b>
<b>2nd 5-WEEK</b>	<b>Oct 1</b>	<b>Oct 22</b>
<b>3rd 5-WEEK</b>	<b>Nov 5</b>	<b>Nov 29</b>

\*ACADEMIC ONLY. CONTACT FINANCIAL AID REGARDING REFUND DATES.\*

**All courses listed in this bulletin are subject to change without notice.**

### **Online Course Tuition/Fees**

\$314.65 per undergraduate credit \*/\*\* (regardless of residency)

\$347.98 per graduate credit \*/\*\* (regardless of residency)

\*Books, materials, proctoring costs, special course fees, and student health fees are NOT included in the price above. Nursing courses are billed at the following nursing tuition rates:

RN to BSN Program — \$365.33 per credit

Masters in Nursing & Nursing Graduate Certificates — \$525 per credit

\*\*Subject to change without notice.

### **Financial Aid Information**

[shirley.m.hanson@mayvillestate.edu](mailto:shirley.m.hanson@mayvillestate.edu)

701-788-4767

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

In order to receive consideration, each student must have on file a complete

**[2020-2021 Free Application for Federal Student Aid \(FAFSA\)](#)**

### **Early application is recommended.**

Information and forms are also available at:

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

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

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

### **DROP & WITHDRAWAL DEADLINES**

<https://www.mayvillestate.edu/academics/academic-records/dropping-withdrawing/>

### **REFUND SCHEDULE (if any refund is due)**

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

### **QUESTIONS ABOUT YOUR STUDENT FINANCIAL ACCOUNT?**

Please call the Business Office at 701-788-4757

You may also send an email to Michayla Maruska, Accounts Receivable Specialist at:  
[michayla.maruska@mayvillestate.edu](mailto:michayla.maruska@mayvillestate.edu)

# Liberal Arts — Online

## Regular Academic Session (August 24-December 18)

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

Class #1006 Instructor: Jason Hibbs

This course focuses on the theory and practice of discussing, informing, persuading, and entertaining in a public speaking context, with appropriate use of graphic presentation software and other current technologies and includes a section on electronic communication. This essential studies course prepares the student for active participation in oral communication not only in the classroom, but also as a member of the community.

### COMM 316 Intercultural Communication (3)

This course requires students to meet with the instructor by arrangement, using Zoom at least three times during the semester. A webcam and microphone will be required for this activity.

Class #1386 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.

### ENGL 110 College Composition I (3)

Class #1073 Instructor: Michele Willman

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

### ENGL 120 College Composition II (3)

Class #1013 Instructor: Michele Willman

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

### ENGL 125 Business and Technical Writing (3)

Class #6182 Instructor: Erin Lord-Kunz

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

### ENGL 261 American Literature I

Synchronous or asynchronous—see course notes in Campus Connection.

Class #16381 Instructor: Carolyn Baker

This course surveys the principle authors and literary movements from pre-colonial beginnings up to the end of the Civil War (1865). While the course's primary objective is to develop a familiarity with and understanding of major issues and movements in this period of literary history, the course is also intended to help develop a student's critical reading, thinking, and writing skills important both in literary studies and everyday engagement with the cultural texts that shape our world. Prerequisite: ENGL 120 or ENGL 125, or consent of instructor.

### ENGL 301 Intro to Literary Criticism (3)

Class #16385

Class #6183—On-Campus Students Only. Students will be required to set up Zoom conference times with the instructor periodically throughout the semester. A webcam and microphone will be required for this activity.

Instructor: Steven Petherbridge

Cross-listed with COMM 301. An introduction to traditional and contemporary approaches in the study of literature and fundamental skills required for the analysis of literary texts. While the course's primary objective is to develop a familiarity with and understanding of ways which texts can be analyzed and interpreted, the course is also intended to help develop a student's critical reading, thinking, and writing skills important both in literary studies and everyday engagement with the cultural texts that shape our world. Grade of "C" or higher in ENGL 110 and ENGL 120 or ENGL 125.

### ENGL 317 Children's Literature (3)

Hybrid—On-Campus Students

Online Asynchronous for Distance Students Only

Class #1360 Instructor: Aubrey Madler

Cross-listed with LMIS 317. Through a survey of preschool-pre-adolescent literature and media, this course identifies literary genre and format characteristics, highlights current and historical works and authors in relation to historical and societal events, establishes criteria for evaluating books and media, and nurtures an awareness and consideration of how children's developmental and cultural needs affect their literature responses. Students will engage with literary theory to select, interpret, and evaluate works based on children's needs and interests.

### ENGL 346 Global Literatures of the Ancient World (3)

Synchronous or asynchronous—see course notes in Campus Connection. Synchronous attendance by Zoom will require a webcam and microphone.

Class #16382 Instructor: Carolyn Baker

This course focuses on Western and non-Western literatures spanning the periods from the first written literature through 1650. This course chronologically traces the roots and developments of Western and nonwestern cultures reflected in representative multi-cultural texts. They are examined in their literary, historical, philosophical/religious, and socio-cultural contexts. The course concludes with a student's creative application and demonstration. Prerequisite: Successful completion of ENGL 120, or the instructor's approval.

### ENGL 351 British Literature I (3)

Class #6184

Class #16384—On-Campus Students Only. Students will be required to set up Zoom conference times with the instructor periodically throughout the semester. A webcam and microphone will be required for this activity.

Instructor: Erin Lord-Kunz

Beginning with the Anglo-Saxons and concluding with the Elizabethans, this course is a chronological survey of the development of British literature, focusing on canonical works, read in their entirety, and providing historical and cultural contexts. Texts investigated include ones liable to be taught on the secondary level, making the course valuable for prospective teachers. Prerequisite: ENGL 120 or ENGL 125, or consent of instructor.

(Liberal Arts courses continue to next page)

ALL CLASSES OFFERED "ONLINE" UNLESS OTHERWISE NOTED

# Liberal Arts — Online

## Regular Academic Session (August 24-December 18)

### **ENGL 408 Advanced Composition (3)**

All students will be required to set up Zoom conference times with the instructor periodically throughout the semester. A webcam and microphone will be required for this activity.

Class #16386

Class #10656—On-Campus Students Only

Instructor: Erin Lord Kunz

Advanced composition focuses on scholarly writing and critical/theoretical readings in composition, as well as the "essay" as a form. Students will write substantive, researched essays that question and critique how academia controls, inhibits, and propagates various discourse communities via prose standards. Rhetorical analysis, argumentation, and academic style are central concerns of the course. Prerequisite: Successful completion of ENGL 120 with a "C" or higher, or instructor consent.

### **ENGL 476S Comprehensive Examination (1)**

This course requires students to meet with the instructor by arrangement, using Zoom at least three times during the semester. A webcam and microphone will be required for this activity.

Class #1384 Instructor: Carolyn Baker

The English Comprehensive exam is an open-book analytical and reflective essay, written on a topic developed by the English faculty, written during a two-hour session within four weeks of the semester's end. Prior to receiving the topic by email three days before the writing session, the student may review English course materials independently and/or in consultation with English faculty. It is the student's responsibility to arrange such consultation in a timely manner. The essay is evaluated as satisfactory/unsatisfactory by members of the English faculty. This course fulfills LEAP requirements and must be completed through Mayville State University. S/U grading.

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

Class #1018 Instructor: Thomas Craig

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

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

Class #1020 Instructor: Thomas Craig

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

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

Class #1024 Instructor: Elliot Rotvold

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

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

Class #1027 Instructor: Greta Paschke

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

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

Class #1029 Instructor: Glendon Henry

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

### **PSYC 111 Introduction to Psychology (3)**

Class #1042 Instructor: Codie Davis

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

### **PSYC 250 Developmental Psychology (3)**

Class #15597

Class #1044—On-Campus Students Only

Instructor: Ashley Kulland

Students in this course will study human development from conception to death. Special attention will be given to the inter-relationship 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 385 - Readings in Psychology. Prerequisite: PSYC 111.

### **PSYC 255 Child & Adolescent Psychology (3)**

Class #1046 Instructor: Lynn DiLivio

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

### **PSYC 330 Behavior Modification & Management (3)**

Class #1379 Instructor: Sarah Kallock

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

(Liberal Arts courses continue to next page)

**ALL CLASSES OFFERED "ONLINE" UNLESS OTHERWISE NOTED**

# Liberal Arts — Online

## Regular Academic Session (August 24-December 18)

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

Class #1053 Instructor: Misti Wuori

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

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

Class #1055 Instructor: Lonamalia Parsons Smith

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

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

Class #1058—Distance Students Only

Class #1057—On-Campus Students Only

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 #1059—Distance Students Only

Class #1326 —On-Campus Students Only

Instructor: Carmen Rygg

Continuation of Spanish I. Prerequisite: SPAN 101.

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

Class #1060—Distance Students Only

Class #1275—On-Campus Students Only

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 #1061—Distance Students Only

Class #1327—On-Campus Students Only

Instructor: Carmen Rygg

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

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

Class #1130 Distance Students Only

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.

## Got papers?

If you just answered “Yes!” to that question... No, no you do not got papers. You *have* them.

**Good news! The Writing Center is now open for online appointments!**

We offer FREE appointments for all students focused on:

- Understanding your assignment
- Brainstorming
- Clarifying ideas
- Incorporating research
- Proofreading
- Correctly using MLA, APA, etc.

Hours of operation are Monday through Friday. “E-mail Feedback” appointments will provide you with written feedback within 24 hours of making the appointment. You can make, modify, or cancel appointments at :

**[mywco.com/mayvillestate](http://mywco.com/mayvillestate)**

**ALL CLASSES OFFERED “ONLINE” UNLESS OTHERWISE NOTED**



# Accounting and Business Online

## Regular Academic Session (August 24-December 18)

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

Class #1143 Distance Students Only, On-Campus Students with instructor permission

Instructor: Gene Levitt

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

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

### **BUSN 205 Principles of Marketing (2)**

Class #16184 First 8 weeks (August 26– thru October 18). Last day to withdraw is October 1.

Instructor: Staff

This course is an introduction to the marketing process, programs, and activities. Students will also study how businesses use marketing in a free enterprise environment. Topics covered include: pricing, promotion, placement, and products.

### **BUSN 207 Principles of Management (2)**

Class #16187 Second 8 weeks (October 19– thru December 13). Last day to withdraw is November 26.

Instructor: Staff

This course is an introduction to managerial skills and insights by studying historical and contemporary management practices. Introduction to characteristics and functions of business in a free enterprise environment and how managers (through business) impact the economy in which we live.

### **BUSN 235 Computer Applications I (3)**

Class #7548 Distance Students Only, On-Campus Students with instructor permission

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. **Special Note on BUSN 235:** Textbook and license for homework software are required for class.

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

Class #1292 Distance Students Only, On-Campus Students with instructor permission

Instructor: Robert Johnston

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

### **BUSN 334 Business Communication (3)**

Class #1154 Distance Students Only, On-Campus Students with instructor permission

Instructor: Rhonda Nelson

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.

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

Class #1294 Distance Students Only, On-Campus Students with instructor permission

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 357 Professional Selling (3)**

Class #9300 Distance Students Only, On-Campus Students with instructor permission

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.

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

Class #1163 Distance Students Only, On-Campus Students with instructor permission

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.

**(Business and Computer Information Systems courses continue to next page)**



# Business and CIS Online

## Regular Academic Session (August 24-December 18)

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

Class #1164 Distance Students Only

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, making a persuasive case for change, engaging your team & stakeholders, and overcome resistance to change.

### **BUSN 443 Ethical Decision Making (3)**

Class #1157 Distance Students Only, On-Campus Students with instructor permission

Webcam and headset with microphone required for this class.

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 482 Business Comprehensive (3)**

Class #1289 Distance Students Only, On-Campus Students with instructor permission

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 must be completed through Mayville State University.

### **BUSN 495 Service Learning (.5-4)**

Class #1343 Arranged: Contact Rhonda Nelson at [rhonda.nelson@mayvillestate.edu](mailto:rhonda.nelson@mayvillestate.edu) to arrange and complete the Service Learning Registration form.

On-campus tuition rate applies for both Distance and On-Campus Students

Instructor: Rhonda Nelson

Senior level students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of six semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

### **BUSN 497S Internship (.5—10)**

Class #1166 Arranged: Contact Rhonda Nelson at [rhonda.nelson@mayvillestate.edu](mailto:rhonda.nelson@mayvillestate.edu) and Megan Vig at 701-788-5254 to arrange and complete the Internship form.

On-campus tuition rate applies for both Distance and On-Campus Students

Instructor: Rhonda Nelson

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

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

Class #7552 Instructor: Kelly Kornkven

First 8 weeks (August 26– thru October 20). Last day to withdraw is October 1.

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.

**See the IVN and Online Synchronous course section for additional Accounting and Business courses.**

**ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED**

# Early Childhood Online

## Regular Academic Session (August 24-December 18)

### EC 298 AA Internship (3)

Class #1208—Distance Students Only  
Class #10628—On-Campus Students Only  
Instructor: Kelli Odden  
\$150 special course fee

This course is intended for students in the Associate of Arts Early Childhood program. The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. Students will teach both formal and informal (play) activities under supervision in a setting with children ages 3-5. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This 150-hour internship experience occurs at the conclusion of the major and specialization. Students will work with the course instructor to plan an appropriate experience in a child care setting with children ages 3-5. Pre-requisites: EC 313, EC 333 and Instructor Consent.

### EC 320 Infants and Toddlers (3)

Class #1210  
Class #1361—On-Campus Students Only  
Instructor: Ann Willeon

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

### EC 322 Administration & Leadership in ECE (3)

Class #1211  
Class #1296—On-Campus Students Only  
Instructor: Allison Dybing-Driessen

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

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

Class #1212 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 and EC 211 or EDUC 250.

### EC 341 Learning Environments for Infants/Toddlers (3)

Class #15894 Instructor: Ann Willeon

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 and EC 211.

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

Class #1341  
Class #1342—On-Campus Students Only  
Instructor: Ann Willeon

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

### EC 375 Supervised Tutorial Experience (3)

Class #1213—Distance Students Only  
Class #1280—On-Campus Students Only  
Instructor: Ann Willeon

This course will give the student a supervised specialization field experience in an approved early childhood (community or university) setting. Students will have the opportunity to develop and expand skills in their chosen specialty areas. Consideration for placement will include: the specialty area, availability of sites and supervisors, and individual student interest and experience. This course is to be taken at the conclusion of the specialization courses. Prerequisites for each specialization are: Administration - EC 322; After School - EC 333; Infant/Toddler - EC 320; Special Needs - SPED 337.

### EC 398 Child Development Internship (6)

Class #10653  
Instructor: Kelli Odden  
\$300 special course fee

This course is intended for students in the Bachelor of Arts Early Childhood program. The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. The six credit course is intended for students who have not had an internship or an Associate of Arts Program. Students will teach both formal and informal (play) activities under supervision in a setting with children ages 3-5. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This 300-hour internship experience occurs at the conclusion of the major and specialization.

Students will work with the course instructor to plan an appropriate experience in a child care setting with children ages 3-5.

### EC398A BA Internship (3)

Class #10655  
Instructor: Kelli Odden  
\$150 special course fee

This course is intended for students in the Bachelor of Arts Early Childhood program who already have an Associate of Arts with an internship. The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. Students will teach both formal and informal (play) activities under supervision in a setting with children ages 3-5. Students will demonstrate their respect and acceptance of their children's families and their social and cultural backgrounds. This 150 hour internship experience occurs at the conclusion of the major and specialization. Students will work with the course instructor to plan an appropriate experience in a child care setting with children ages 3-5.

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

Class #1215—Distance Students Only  
Class #1214—On-Campus Students Only  
Instructor: Cindy Gregg

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.

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

Class #1216—Distance Students Only  
Class #1217—On-Campus Students Only  
Instructor: Sarah Kallock

This course fulfills LEAP requirements and must be completed through Mayville State University. The purpose of this course is to give the students an early childhood educational experience in which they will participate in an out-of-class community service project. This course fulfills LEAP requirements and must be completed through Mayville State. This project will challenge students to demonstrate social and personal responsibility as they confront contemporary issues and become actively involved with diverse communities. Consideration for placement will include: specialty area, availability of sites, and student interest and experience.



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# Undergraduate Education Online

## Regular Academic Session (August 24-December 18)

### EDUC 250 Introduction to Education (3)

**Class #1219—Distance Students Only**

**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. Current trends in curriculum and instruction are also a focus of the course. 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, working individually with students, and the operating procedures of a K-12 classroom. Students will also be introduced to the professionalism of teaching. Prerequisites: ENGL 110, ENGL 120 or ENGL 125, MATH 103 with minimum 'C'. It is recommended that EDUC 276 is taken prior to this course.

Corequisite: EDUC 272.

**Special Note on EDUC 250:** BSED students must purchase the Taskstream e-folio.

### EDUC 272 Educational Technology (2)

**Class #1264**

**Instructor:** Clayton Dodson

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

**Special Note on EDUC 250:** BSED students must purchase the Taskstream e-folio.

### EDUC 276 Praxis Core Acad Skills Prep (1)

**Class #1221 Instructor:** Kelly Kornkven

**Last day to add:** October 18, 2020

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 #1223 Instructor:** Pamela Johnson

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

### EDUC 298A Education Field Experience (1)

**Class #1290 Instructors:** Kayla Smith, Andi Dulski-Bucholz

This field experience course provides an initial classroom observation experience. It is required for students who have taken an intro to education course without an associated field experience. Prospective education professionals will follow a structured process to gain first hand information on the demands a full-time teacher meets on a daily basis. Students will observe the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Students will observe in general education and special needs classroom. Prerequisite ENGL 110, ENGL 120 or ENGL 125 and MATH 103 with minimum grade of C.

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

**Class #1001, #16296 Instructor:** Pamela Johnson

In this course teacher candidates will learn and practice a variety of instructional methods pertaining to the teaching of mathematics. Teacher candidates will write lesson plans incorporating math hands-on materials to support interactive math teaching and learning. Candidates will teach math lessons to K-8 students. The course covers both National and State standards for Mathematics teaching and content. Diversity topics of the elementary/middle school classrooms will be addressed. Corequisites for On Campus Students: EDUC 301, EDUC 318, EDUC 324, EDUC 326. Corequisites for Distance Students: None.

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

**Class #1255, #2278 Instructor:** Yvonne Cannon

**\$50 special course fee**

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

### EDUC 380 Teaching English Language Learners (2)

**Class #1228**

**Class #1229—On-Campus Students Only**

**Instructor:** Clayton Dodson

This course will introduce teacher candidates to the different types of language learners as well as develop understandings of program options for ELLs. Using language proficiency levels, teacher candidates will practice using strategies to assist language learner students in learning content. Teacher candidates will learn how to make instructional decisions to respect the individual strengths and needs of language learners based upon English language development standards and Can Do descriptors. Prerequisite: EDUC 250.

### EDUC 398 Secondary Education field experience (1)

**Class #1281 Instructor:** Clayton Dodson

**\$50 special course fee**

This course is designed for teacher candidates who are earning one or more secondary education majors and

complements their content area methods course (i.e., English, Sciences, Social Sciences, PE, Health, and Math). The experience will include a 30-hour field placement in a secondary school classroom. Time in the school setting is arranged between the candidate and the cooperating teacher. Teacher candidates will observe their cooperating teachers, teach 3 lessons of which 2 must be consecutive, reflectively journal, demonstrate professional disposition and model ethical practice. The teacher candidate will be observed by their methods instructor at least once during the experience; this observation will include pre and post conferences and feedback on instruction. Prerequisite: Admission to Teacher Education. Corequisite: EDUC 481, EDUC 482, EDUC 483, EDUC 484, or EDUC 485. **Special Note on EDUC 398:** This course requires students to have an approved background check and liability insurance prior to the field experience.

### EDUC 400 Student Teaching (10)

**Class #1235 Instructor:** Andi Dulski-Bucholz

**\$700 special course fee for all students plus an additional \$225 fee for placements beyond 80-mile radius of MSU**

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

### EDUC 400A Part-Time Student Teaching (5)

**Class #1236 Instructor:** Andi Dulski-Bucholz

**\$350 special course fee for all students plus an additional \$100 fee for placements beyond 80-mile radius of MSU**

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

**EDUC courses continue to next page. See the IVN and Online Synchronous course section for additional Education and Special Education courses.**

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# Undergraduate Educ, Library Media Info Science, & Special Educ Online

## Regular Academic Session (August 24-December 18)

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

**Class #1238** Instructor: Andi Dulski-Bucholz

Students required to meet for scheduled class times.

Students near Mayville, meet on campus; otherwise Zoom.

Meeting Time: 6:00PM-8:15PM

Meeting Dates: 9/10, 10/8, 11/5, and 11/19

This course provides the opportunity for teacher candidates to present their electronic portfolio as a capstone program completion requirement providing evidence of work with diversity and differentiated instruction, technology use and a documented progress towards proficiency in state and national teacher education standards that facilitates development as reflective practitioners. Development of the electronic portfolio occurs with guidance throughout the teacher candidates' education with checkpoints regularly scheduled. Professional development seminars are held throughout the semester to provide more support for teacher candidates during their student teaching experience, provide information on focal topics significant to the student teaching experience, and provide an opportunity for collegial sharing and discussion. This course fulfills LEAP requirements and must be completed through Mayville State University. Prerequisite: Admission to Teacher Education. Co-requisite: EDUC 400.

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

**Class #1240** Instructors: Kayla Smith, Andi Dulski-Bucholz

Students required to meet for scheduled class times.

Students near Mayville, meet on campus; otherwise Zoom.

Meeting Time: 4:30PM-5:45PM

Meeting Dates: 9/9, 10/7, 11/4, and 12/2

Required prior to the student teaching semester, pre-student teaching seminars provide teacher candidates with the necessary information to prepare for a successful student teaching experience. Seminar topics include preparing for student teaching and the requirements for MSU student teachers, support for teacher candidates during student teaching, Model Code of Ethics for Educators, K-12 school policies and developing professional relationships. Students will complete and submit important forms necessary for MSU to begin student teaching placement arrangements. Non-satisfactory performance in this course may prevent a student teaching placement. S/U grading.

### **EDUC 402 Introduction to Blended Learning (2)**

**Class #10647** Instructor: staff

This course is designed to provide teaching professionals and pre-professionals with an introduction to blended learning, and the skills they will need to create a hybrid learning environment in their current or future classrooms. Students will utilize face-to-face instructional strategies and combine them with digital and project based learning strategies. Participants will discover the benefits of facilitating learning through a constructivist approach to classroom instruction and will have an opportunity to compare this methodology to the more well-known instructivist model. Face-to-face sessions will occur via electronic medium and participants will be required to model, provide evidence (record, demonstrate, etc.) the development of a blended learning environment and to demonstrate their 21st Century teaching skills. Prerequisites: Required methods course and acceptance into the Education program.

### **EDUC 403 K-12 Instructional Methods (3)**

**Class #10648** Instructor: staff

This course introduces K-12 online instruction to allow learners to acquire the perspective of both K-12 students and instructors in an online environment. Learners will use tools and resources to explore the critical components of being an effective online instructor. This course includes a focus on ethical issues and practices for online teaching and learning using the ND approved Code of Ethics in

additional to areas such as online security, instructional feedback, and brain-based learning. Prerequisites: Acceptance into Teacher Education, and the successful completion of Methods courses.

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

**Class #1243 —Distance Students Only**

**Instructor: staff**

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

### **EDUC 481 Secondary Methods for English (2)**

**Class #16380** Instructor: April Hastings

First 8 weeks only (Aug. 24-Oct. 18)

Last day to drop is October 1.

Synchronous or asynchronous—see course notes.

This course is designed to provide teacher candidates majoring in secondary English Education study in discipline structures, key concepts, methodology and examination of professional standards and expectations for secondary education. Teacher candidates design and implement lessons that support student learning in a college and career ready classroom inclusive of research-based best practices. Teacher candidates will create a content-specific instructional unit and a philosophy of English Education paper that demonstrate knowledge and skill sets necessary for today's secondary English Education teacher. Prerequisites: EDUC 480 and Admission to Teacher Education. Corequisites: EDUC 398.

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

**Class #1282** Instructor: Fredrick Strand

First 8 weeks and additional time arranged, Aug. 24-Oct. 18

Last day to drop is October 1.

This course is designed to provide teacher candidates majoring in secondary math education study in discipline structures, key concepts, methodology and examination of professional standards and expectations for secondary education. Teacher candidates design and implement lessons that support student learning in a college and career ready classroom inclusive of research-based best practices. Teacher candidates will create a content-specific instructional unit and a philosophy of math education paper that demonstrate knowledge and skill sets necessary for today's secondary math education teacher. Prerequisites: EDUC 480 and Admission to Teacher Education. Corequisites: EDUC 398.

### **LMIS 317 Children's Literature (3)**

Hybrid—On-Campus Students (see course notes)

Distance Students Only—Online Synchronous via Zoom or Asynchronous

**Class #1356** Instructor: Aubrey Madler

Cross-listed with ENGL 317. Through a survey of preschool-pre-adolescent literature and media, this course identifies literary genre and format characteristics, highlights current and historical works and authors in relation to historical and societal events, establishes criteria for evaluating books and media, and nurtures an awareness and consideration of how children's developmental and cultural needs affect their literature responses. Students will engage with literary theory to select, interpret, and evaluate works based on children's needs and interests.

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

**Class #1273** Instructor: Sarah Kallock

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

### **SPED 300 Introduction to Applied Behaviors (3)**

**Class #1396** Instructor: Katherine Terras

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

### **SPED 330 Behavior Modification & Management (3)**

**Class #1363** Instructor: Sarah Kallock

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 courses continue to next page)

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# Special Education Online

## Regular Academic Session (August 24-December 18)

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

Class #1252 Instructor: Kelli Odden

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

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

Class #1266 Instructor: Sarah Kallock

This course is designed to provide practical experience in accommodating and modifying environments and differentiating teaching strategies to meet the needs of children. Students will learn specific classroom accommodations and modifications, how to effectively differentiate instruction, and plan for neuro-diversity in the classroom.

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

Class #1253 Instructor: Sarah Kallock

This course is designed to increase knowledge of the use of augmentative and alternative communication systems to enable children who are severely, communicatively impaired (e.g., neurological; pervasive developmental disorders; sensory impairments) with a way to communicate. The emphasis will be on various types of ACS. Alternative systems (Bliss Symbol Board; Cued Speech), appropriate intervention strategies, procedures and guidelines for implementation. In addition to ACS, students will explore a wide variety of Assistive Technology Devices used to support and facilitate learning in the content areas in the general education setting. Students will explore low, medium, and high tech supports, computer access, selection methods of these devices and delivery systems as well as the pedagogical issues that must be considered for students with disabilities who use Assistive Technology.

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

Class #1255 Instructor: Yvonne Cannon

**\$50 special course fee**

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

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

Class #1256 —Distance Students Only

Class #1278 —On-Campus Students Only

Instructor: Carly Theis

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

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

Class #1279 —Distance Students Only

Class #1257 —On-Campus Students Only

Instructor: Carly Theis

**\$50 special course fee**

This clinical course is designed for students who are earning a degree in special education and complement coursework on individuals with intellectual disabilities. The course is a 30 -60 hour field experience in a regional school or outside agency that serves individuals with intellectual disabilities. Students will apply concepts and methods in a special education setting from the accompanying methods course. The student performs other assignments as outlined through their accompanying method course. Prerequisite: SPED 389. Corequisite: SPED 382 (for special education majors only).

**Special note on SPED 383:** This course requires students to have an approved background check and liability insurance prior to the field experience.

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

Class #16160 Instructor: Carly Theis

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

### **SPED 497 Special Education Internship (0.5-12)**

Class #1381 Instructor: Carly Theis

**\$50 special course fee**

The internship in special education is an off-campus, faculty-approved work experience to provide students with the opportunity to apply their newly acquired knowledge and skills in special education while receiving support from a clinical educator. The transcript notation will designate the completion of a specific internship. Prerequisite: Approval of the division.

**Special note on SPED 497:** This course requires students to have an approved background check and liability insurance prior to the field experience.

**Graduate Education Courses—  
See Next Page**

**See the IVN and Online Synchronous  
course section for additional  
Education and  
Special Education courses.**

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# Graduate Level Courses Online—Education

## Regular Academic Session (August 24-December 18)

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

**Class #1245 Instructor: Pam Johnson**

**\$700 special course fee for all students plus an additional \$225 fee for placements beyond 80-mile radius of MSU**

This course is the 12-week full-time clinical mentorship experience in the candidate's major areas of study in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support candidates in this experience in conjunction with qualified university supervisors. Candidates are placed in school settings that provide the candidate new and diverse teaching experiences to support professional growth in teacher leadership. Candidates will collect and analyze data on student learning and student engagement. Seminar attendance is required throughout the clinical mentorship experience.

### **EDUC 502 Intro to Blended Learning (2)**

**Class #1402 Instructor: staff**

This course is the 12-week full-time clinical mentorship experience in the candidate's major areas of study in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support candidates in this experience in conjunction with qualified university supervisors. Candidates are placed in school settings that provide the candidate new and diverse teaching experiences to support professional growth in teacher leadership. Candidates will collect and analyze data on student learning and student engagement. Seminar attendance is required throughout the clinical mentorship experience.

### **EDUC 503 Online K-12 Instructional Methodology (3)**

**Class# 1403 Instructor: staff**

This course introduces K-12 online instruction to allow learners to acquire the perspective of both K-12 students and instructors in an online environment. Learners will use tools and resources to explore the critical components of being an effective online instructor. This course includes a focus on ethical issues and practices for online teaching and learning using the ND approved Code of Ethics in addition to areas such as online security, instructional feedback, and brain-based learning.

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

**Class #1246 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, cultural diversity in education, current trends in curriculum and instruction, professionalism in practice, and teacher leadership. Students will participate in a structured field experience to include secondary and special education observation hours. Special emphasis will be placed on observing the teaching-learning process, working individually with students, and becoming familiar with the operating procedures of a secondary classroom.

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

**Class #1247 Instructor: Lynn DiLivio**

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

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

**Class #1248 Instructor: staff**

This course will focus on the background knowledge and instructional methods when 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 (ISTE) and INTASC principles to guide learning experiences.

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

**Class #1249 Instructor: Pamela Johnson**

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, student engagement, motivation, and behavior management of learners. Participants will study how traumatic events can impact the cognition, social-emotional development and behaviors of learners. Participants will better understand how to make instructional decisions as a teacher leader for the unique needs of learners (e.g. learning styles, multiple intelligences, emotional intelligences) that support the development of self-directed learning. Research on effective classroom management approaches is completed through the lens of a teacher-leader prepared to use ethical decision making and inclusive practices in classroom and school campus settings.

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

**Class #1250 Instructor: Pam Johnson**

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



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# Health, Physical Education, and Recreation (HPER) Online

## Regular Academic Session (August 24-December 18)

### **AH 205 Medical Terminology (1)**

Class #10393 Instructor: Timothy O'Brien

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

### **HPER 217 Personal & Community Health (2)**

Class #1176 Instructor: Katie Wangberg

Study of personal health over the life span to include: emotional and mental health, the effects of substance abuse on emotional, physical, and social health; the physical emotional aspects of human sexuality; and the study of community and environmental health.

### **HPER 222 Nutrition (3)**

Class #1178 Instructor: Katie Wangberg

Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the life cycle.

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

Class #1347 Instructor: Ashley Nelson

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

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

Class #1182 Instructor: Ashley Nelson

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

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

Class #1185 Instructor: William Tomblin

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

### **HPER 360 Sport & Exercise Psychology (2)**

Class #1190 Instructor: Lindsey Johnson

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

### **HPER 380 Sport Sociology (2)**

Class #1353 Instructor: Ashley Tomblin

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

### **HPER 443 Adapted PhyEd Practicum Gr Pre-K-6 (1)**

Class #1349 Instructor: Ashley Nelson

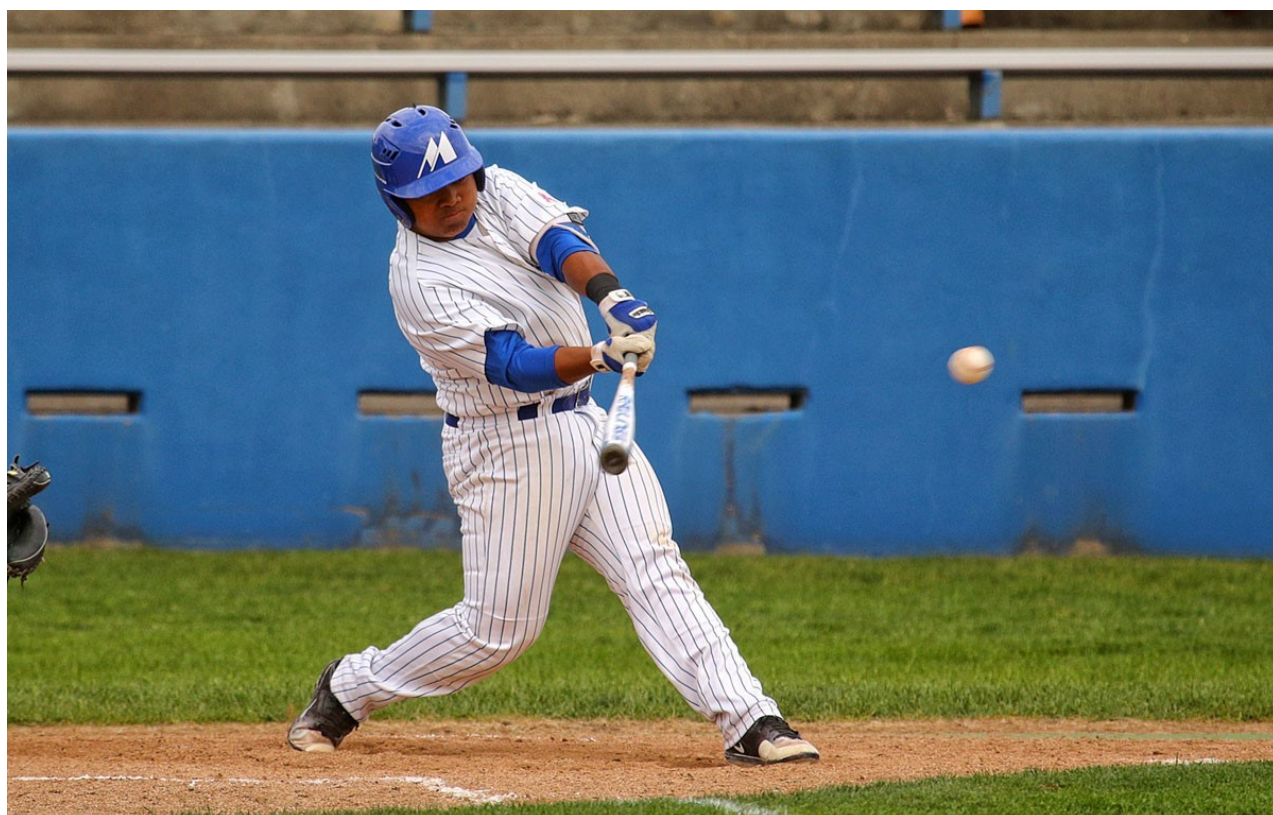
Field experience will consist of working with individuals in pre-K-6 with disabilities. Students will complete 40 hours of practicum experience.

### **HPER 444 Adapted PhyEd Practicum Gr 7-12 (1)**

Class #1348 Instructor: Ashley Nelson

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

**ALL CLASSES ARE OFFERED  
"ONLINE" UNLESS OTHERWISE  
NOTED**



# Science Online - Regular Academic Session (August 24-December 18)

## **BIOL 150 General Biology (3)**

Class #13671 Instructor: Joseph Mehus

Selected principles of biology with emphasis on processes, to include cell structure and chemistry, cellular respiration, photosynthesis, homeostasis, genetics, and protein synthesis. The major philosophies, process of scientific inquiry, and history of science will be discussed as well as interrelationships among the sciences. Co-requisite: BIOL 150L

## **BIOL 150L General Biology Lab (1)**

Class# 13672 Instructor: Joseph Mehus

Laboratory exercises designed to explore proper lab technique, cell structure and chemistry, cellular respiration, photosynthesis, homeostasis, genetics and protein synthesis. Corequisite: BIOL 150.

PC access required (MAC will not work)

## **BIOL 220 Anatomy & Physiology I (3)**

Class #1081—Distance Students Only;

On-Campus Students by permission only

Non-degree enrollment deadline: August 18, 2020

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. BIOL 111 or BIOL 150 or equivalent and CHEM 121 are highly recommended. Corequisite: BIOL 220L.

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

Class #1083 —Distance Students Only;

On-Campus Students by permission only

Non-degree enrollment deadline: August 18, 2020

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. Corequisite: BIOL 220.

## **BIOL 221 Anatomy & Physiology II (3)**

Class #1085—Distance Students Only;

On-Campus Students by permission only

Non-degree enrollment deadline: August 18, 2020

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. BIOL 111 or BIOL 150 or equivalent, BIOL 220, BIOL 220L, and CHEM 121 are highly recommended.

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

Class #1086 —Distance Students Only;

On-Campus Students by permission only

Non-degree enrollment deadline: August 18, 2020

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. Corequisite: BIOL 221.

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

Class #1283 Instructor: Jeffrey Hovde

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

## **CHEM 121L General Chemistry I Lab (1)**

Class #1284 Instructor: Jeffrey Hovde

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

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

Class #1124 Instructor: Jeffrey Hovde

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

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

Class #1127 Instructor: Jeffrey Hovde

PC access required (MAC will not work)

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

### **ONLINE LABS**

**Class #s 13672, 1083, 1086, 1284, and 1127**

**For all online science course labs, you will need to purchase the lab kits from the MSU Bookstore.  
You will not be able to find the kits elsewhere.**

**Lab kits and price information will be available from the Bookstore by mid-July.**



**ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED**



# Math and Physics Online - Regular Academic Session (August 24-December 18)

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

Class #1098 Instructor: Melanie Herman

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

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

Class #1102 Instructor: Mary Townsend

This course covers angle measures, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, and applications.

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

Class #1112 Instructor: Fredrick Strand

This course covers applications and techniques of integration; polar equations; parametric equations; sequences and series, and power series. Prerequisite: MATH 165.

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

Class #1106 Instructor: Fredrick Strand

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

## **MATH 412 Differential Equations (3)**

Class #10211 Instructor: Frederick Strand

This course is a study of ordinary differential equations with applications. Prerequisite: MATH 265.

## **MATH 420 History & Philosophy of Mathematics (3)**

Class #1107 Instructor: Mary Townsend

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

## **MATH 443 Algebraic Structures with Programming for Majors (3)**

Class #1110 Instructor: Mary Townsend

This 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 are used to illustrate applications. Abstract Algebra topics including modular arithmetic, groups, isomorphisms, fields, rings, and integral domains are learned through the study of real numbers, integers, rational numbers, polynomials, and complex numbers. Prerequisite: MATH 165.

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

Class #1113 Instructor: Fredrick Strand

This course fulfills LEAP requirements and must be completed through Mayville State University. A comprehensive review and examination covering the content of the courses required for the mathematics education major and the mathematics major. Students will read comprehensive math review materials, identify additional materials, and organize course 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 research paper will show how mathematical ideas have been discovered by diverse cultures and impacted historical events from early to present times.

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

Class #1115 Instructor: Thomas Gonnella

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

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

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

Class #1366 Instructor: Thomas Gonnella

See note below on physics labs.

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

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

Class #1117 Instructor: Thomas Gonnella

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

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

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

Class #1367 Instructor: Thomas Gonnella

See note below on physics labs.

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

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

Class #1118 Instructor: Thomas Gonnella

Four hours of lecture. A calculus-based physics course designed to provide science and engineering majors with a deeper understanding of the principles of physics related to motion, energy, properties of matter, and thermodynamics. This course is intended as an alternative to PHYS 211, not sequential to it. Upon transferring to another NDUS institution, the four course credits obtained in taking this course at MSU may be reduced to three credits. Students should have already completed MATH 165 before enrolling in this course. Students should co-enroll in PHYS 251L.

**Special Note on PHYS 251 exams:** This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

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

Class #1368 Instructor: Thomas Gonnella

See note below on physics labs.

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

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

Class #1119 Instructor: Thomas Gonnella

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

**Special Note on PHYS 252 exams:** This course requires students to purchase and use ProctorU services for the proctoring of all exams (four 1-hour section exams and one 2-hour final exam).

## **PHYS 252L University Physics II Lab (1)**

Class #1369 Instructor: Thomas Gonnella

See note below on physics labs.

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

### **SPECIAL NOTE ON PHYSICS LABS**

**Class #s: 1366, 1367, 1368, 1369**

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



## Undergraduate Nursing Online

### Regular Academic Session (August 24-December 18)

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

Class #1140 Instructor: Collette Christoffers

Ten-Week course: Sept. 29—Dec. 11; Last day to withdraw is November 19, 2020

Nursing tuition rates will apply

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

## Undergraduate Nursing Online

### First 5-Week Session (Online Block I: August 25-September 28)

#### **NURS 350 Baccalaureate Role Development (3)**

Class #1297, #1298 Instructor: Donna Craigmile

Nursing tuition rate will apply — Last day to withdraw is September 17, 2020

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

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

Class #1299 Instructor: Jennifer Johnson

Nursing tuition rate will apply — Last day to withdraw is September 17, 2020

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.

## Undergraduate Nursing Online

### Second 5-Week Session (Online Block II: September 29– November 2)

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

Class #1300, #1301 Instructor: Carey Haugen

Nursing tuition rate will apply — Last day to withdraw is October 22, 2020

Introduction to informatics as a means to improve information management in health care. Consideration of various technologies and ethical and financial criteria in relation to quality health care outcomes. Pre-requisite: Allied Health Majors - AH 280. Co-requisite: Nursing Majors - NURS 350.

#### **NURS 460 Ethical Dilemmas in HealthCare (3)**

Class #1304 Instructor: Lindsay Bontjes

Nursing tuition rate will apply — Last day to withdraw is October 22, 2020

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

## Undergraduate Nursing Online

### Third 5-Week Session (Online Block III: November 3-December 11)

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

Class #1305, #1306 Instructor: Lindsay Bontjes

Nursing tuition rate will apply — Last day to withdraw is November 29, 2020

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

## Introducing Mayville State University's

# Master of Science in Nursing Program

See Next Page for Details!

**ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED**

# Introducing Mayville State University's Master of Science in Nursing Program

**Are you ready to take your nursing career to the next level?**

The Graduate Nursing Program at Mayville State University will prepare graduates with enhanced nursing knowledge and skills to: lead change to improve quality outcomes, advance a culture of evidence through lifelong learning, build and lead collaborative interprofessional teams, address evolving healthcare needs, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and promote health and elevate care as flexible leaders employed in critical action within complex and changing health, educational, and organizational systems.

**We offer two tracks for MSN students to pursue:**

Nurse Educator

Nursing Leadership and Management



**For more information, contact:**

The Division of Nursing Admissions  
& Administrative Coordinator

701.788.5289 or [nursing@mayvillestate.edu](mailto:nursing@mayvillestate.edu)

**See Fall 2020 Online MSN Courses—Next Page**



**MSN Program Coordinator**

**Dr. Janell Juelich : 701.788.5289 or [Janell.juelich@mayvillestate.edu](mailto:Janell.juelich@mayvillestate.edu)**

# Graduate Level Courses Online—Nursing

## **NURS 540 Contemporary Issues in Healthcare (3)**

Class #16107 Instructor: Carey Haugen

Online Block I (August 25-September 28)—Last day to withdraw is September 17, 2020

Nursing tuition rates will apply

This course will focus on analysis of various contemporary issues in health care; including concepts related to quality improvement, patient safety, risk management, health care policy, organization, and financing, the global health care environment and perspectives, rural health, ethical decision-making, advocacy, and interprofessional collaboration. Emphasis will be placed on use of a systematic approach to explore the economic, legal and political factors that influence nursing practice, healthcare delivery, and population health outcomes with an awareness of the ethical and cultural considerations related to social justice, research, moral distress, and professional codes of ethics. Skills regarding advocacy in the promotion and preservation of population health and to influence policy and support changes effected by the passing of new legislation will be facilitated. Prerequisite: Admission to the MSN program or Division of Nursing approval.

## **NURS 560 Health Promotion and Disease Prevention Lecture (3)**

Class #16111 Instructor: Jennifer Johnson

Online Block II (September 29-November 2)—Last day to withdraw is October 22, 2020

Nursing tuition rates will apply

This course examines concepts of health promotion and disease prevention across the lifespan to synthesize theory and plan evidence-based practice interventions. Basic principles of epidemiology and influences of genetics and genomics will be explored, and relationships of risk assessment, health behaviors, lifestyles, developmental stages, and sociocultural, psychological, and spiritual contributions to well-being will be applied to develop advanced nursing practice interventions to promote health for diverse populations. Prerequisites: Admission to the MSN Program or Division of Nursing approval.

## **NURS 570 Advanced Nursing Research (3)**

Class #16112 Instructor: Janell Juelich

Online Block III (November 3-December 11)—Last day to withdraw is November 29, 2020

Nursing tuition rates will apply

With emphasis on the interconnectedness of theory, research, evidence-based practice, and ethics, this course will explore the research process and associated methodologies utilized to bring evidence to nursing practice. Building upon foundational understanding of research and evidence-based practice, analysis and critique of research studies and reports will foster development of knowledge and skills relevant to application and implementation of research studies. Skills in critical appraisal, information literacy, written communication, and ethical conduct of research will be developed to guide decisions about use of findings and in conducting new research. The importance of incorporating research into one's own practice; engaging in and leading collaborative teams to generate evidence; and in promoting others to use research findings to enhance nursing practice will be emphasized. Prerequisites: Admission to the MSN Program or Division of Nursing approval and undergraduate statistics course.

## **NURS 610 Foundations & Teaching Strategies for Nursing Education (4)**

Class #16101 Instructor: Janell Juelich and Chris Gonnella

Online Block I (August 25-September 28)—Last day to withdraw is September 17, 2020

Nursing tuition rates will apply

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

## **NURS 620 Curriculum Development in Nursing Education (3)**

Class #16101 Instructor: Janell Juelich

Online Block II (September 29-November 2)—Last day to withdraw is October 22, 2020

Nursing tuition rates will apply

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

**ALL CLASSES ARE OFFERED "ONLINE" UNLESS OTHERWISE NOTED**



# **Interactive Video Network (IVN) & Online Synchronous Courses Using ZOOM (Regular Session August 24-December 18)**

## **What is an Online Synchronous course?**

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

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

## **What is an Interactive Video (IVN) course?**

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

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

Textbook/materials, headset with microphone and web-cam can be purchased from the Mayville State University Bookstore: [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).

### **\*Special Note on Class #s 1145, 1148, 1152, 9302, and 11314**

Students who may not be able to meet according to the scheduled day/time can still enroll in the course. Students should visit with the instructor the first week of class to discuss the options available for them. Students using ZOOM must have a headset with microphone and web-camera to connect with class remotely.

### **\*\*Special Note on Class #s 1224, 1266, 1267, 15900, 16541, and 16542**

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

### **\*\*\*Additional Note on Class #s 1224 and 1267**

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

## IVN Remote (Interactive Video Network) and Online Synchronous Courses (Regular Academic Session Aug 24-Dec 18)

SEE PRECEDING PAGE FOR IMPORTANT INFORMATION ABOUT THE FOLLOWING COURSES.

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

Class #1145 Distance Students Only

Instructor: Thomas Moe

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

Online Synchronous using Zoom\*

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

### ACCT 321 Managerial Accounting (3)

Class #11314 Distance Students Only

Instructor: Eugene Levitt

Tues/Thurs 10:00-11:15am

Online Synchronous using Zoom\*

Course continues a look at managerial accounting (introduced in ACCT 201) with insight and breadth regarding both the accountant's and manager's role in an organization. Included topics are cost-volume-profit analysis, job costing, process costing, activity-based-costing, budgeting and variances, cost allocation, and other managerial topics.

### ACCT 400 Individual Income Taxation (3)

Class #1148 Distance Students Only

Instructor: Dustin Olson

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

Online Synchronous using Zoom\*

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

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

Class #1152 Distance Students Only

Instructor: Thomas Moe

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

Online Synchronous using Zoom\*

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.

### BUSN 451 Lending (3)

Class #9302 Distance Students Only

Instructor: Shannon Reynolds

Tuesday 5:00pm -7:30pm

Online Synchronous using Zoom\*

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.

## \*Special Note on Class #s

1145, 11314, 1148, 1152, 9302

Students who may not be able to meet according to the scheduled day/time can still enroll in the course.

Students should visit with the instructor the first week of class to discuss the options available for them.

Students using ZOOM must have a headset with microphone and web-camera to connect with class remotely.

Textbook/materials, headset with microphone and web-cam can be purchased from the MSU Bookstore:

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

# IVN Remote (Interactive Video Network) and Online Synchronous Courses (Regular Academic Session Aug 24-Dec 18)

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

**\$50 lab fee required**

**IVN and Online Synchronous using Zoom\*\* and see additional note\*\*\***

**Class #16624 Early Childhood Majors Only**

Instructor: Jeni Peterson

Tuesday 5:00pm-6:30pm

**Class # 1224 Elementary Education Majors Only**

Instructor: Brittany Hagen

Tuesday 6:45pm - 8:15pm

**IVN Sites for required class attendance dates only, September 15 and November 17: DCB, LRSC, MaSU, NDSCS, and WSC**

This course is required of all elementary and early childhood 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, with opportunities to implement strategies learned. Lesson planning is done using Mayville State's backwards design 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. Corequisites for On Campus Students: EDUC 307, EDUC 318, EDUC 324, EDUC 326. Corequisites for Distance Students: EDUC 318.

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

**IVN or Online Synchronous using Zoom\*\* and see additional note\*\*\***

**Class #1267, 16629 Instructor: Sarah Kallock**

Meeting time for #1267: Tuesday, 5:00pm-6:30pm

Meeting time for #16629: Tuesday, 6:45-8:15pm

**IVN Sites for required class attendance dates only, September 15 and November 17: DCB, LRSC, MaSU, NDSCS, and WSC**

An introductory course in the teaching of developmental reading at the elementary level. The course includes directed study and reflective research in reading instruction theory and a field-based experience. A balanced approach to literacy is used and includes a variety of instructional strategies with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will apply these five areas of reading instruction in a field experience. This course requires students to have an approved background check and liability insurance prior to the field experience. Prerequisite: EDUC 250. Co-requisites: Distance- EDUC 301; On Campus- EDUC 301, EDUC 307, EDUC 324, EDUC 326.

## **EDUC 326 Science Strategies for Elementary Teachers (3)**

**Online Synchronous using Zoom\*\***

**Class #15900 Instructor: Jeni Peterson**

**Monday 5:00pm-7:30pm**

Teacher candidates will work with the 7 crosscutting concepts essential to sciences and engineering to support effective elementary teaching methods. The inquiry process will be used in the study of physical, life, earth and space sciences and engineering to build competencies in science and technological literacies. Teacher candidates will explore the personal and social perspectives that unify global connections in science and STEM careers. It is recommended that teacher candidates take courses that include life, physical, earth and space sciences prior to this course.

## **EDUC 350 / SPED 350 Reading Assessment and Intervention (3)**

**Online Synchronous using Zoom\*\***

**Class #16541 for EDUC 350 Distance Students Only**

**Class #16542 for SPED 350 Distance Students Only**

Instructor: Yvonne Cannon

**Tues/Thurs 1:00pm-2:15pm**

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

## **\*\*Special Note on Class #s 1224, 1267, 15900, 16541, 16542, and 16629**

**Student are required to join scheduled class times Online Synchronously over ZOOM.**

**Students using ZOOM must have a headset with microphone and web-camera to connect with class remotely.**

**Textbook/materials, headset with microphone and web-cam can be purchased from the MSU Bookstore:**

**[www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com).**

## **\*\*\*Additional Note on Class #s 1224, 1267, 16624, and 16629**

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



# Quick Helps

TO REGISTER, VIEW CLASS SCHEDULES, ACCESS ACCOUNT AND FINANCIAL AID INFORMATION

YOU MUST FIRST CLAIM YOUR ACCOUNT AT <https://helpdesk.ndus.edu/ndusaccount>

## Check my Mayville State Email?

Every student enrolled at MSU is issued an institution email address. This is your official email for MSU communications. Keep in mind you are expected to check your MSU email at several times per week, and you can access it anywhere.

1. Go to the MSU homepage at [www.mayvillestate.edu](http://www.mayvillestate.edu).
2. Click on the blue circle with the email icon (it looks like an envelope) in the upper right.
3. Enter your Username and Password. Your *username* is the same as your login for Connect ND. Your password is identical to the password you use for Connect ND.
4. Choose whether or not you wish to stay signed in.
5. Outlook will now open.

## Register for an MSU Extended Learning Course?

1. Talk to your advisor.
2. Go to [www.mayvillestate.edu](http://www.mayvillestate.edu).
3. Click on the blue circle with the "C" in the upper right to open up Campus Connection.
4. Enter your Username and Password. Your *Username* is the same as your login for ConnectND. Your password is identical to the password you use for ConnectND.
5. Click on the **Manage Classes** tile.
6. Click **Class Search and Enroll** from the left menu.
7. Choose the appropriate term and institution.
8. Type the catalog number (e.g., MATH 103) in the **Search for Classes** box.
9. Click the >> at the right end of the search box.
10. Click on the course when it comes up to find available course sections.
11. Choose the section you want.
12. Click **Next**.
13. Review your class preferences, then click **Accept**. For full classes, you can turn on the waitlist option if you wish, and you will be notified if the class opens up.
14. Depending on what you want to do, select either **Enroll** or **Add to Shopping Cart** to enroll later.
15. Click **Next**.
16. Click **Submit**, then **Yes**.
17. To view your shopping cart, click **Shopping Cart** from the left menu. To enroll in any of the classes in your cart, select the desired course/s.
18. Click **Enroll**, then **Yes**. The enrollment will be processed if there are no holds and all prerequisites have been met.
19. For additional registration instructions/information contact Leslie Durkin, 1.800.437.4104 ext.34774.

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

## View/Print my Class Schedule?

1. Go to [www.mayvillestate.edu](http://www.mayvillestate.edu).
2. Click on the blue circle with the "C" in the upper right to open up Campus Connection.
3. Enter your Username and Password. Your *Username* is the same as your login for ConnectND. Your password is identical to the password you use for ConnectND.
4. Click on the **Manage Classes** tile.
5. From the left menu, select **My Weekly Schedule**.
8. You may now view your schedule in a list format or in a weekly calendar format. Be sure to select an appropriate date range.
9. Select **Printer Friendly Page** at the bottom right, and then click the print button on your browser toolbar.

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

**Note:** Courses will be available in Bb after 12:00 P.M. on the first day of the term.

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

## Submit a Proctor?

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

## Drop an MSU Extended Learning Course?

1. **Please note: You cannot drop a course in Campus Connection on your own after classes have started.**
2. Talk to your advisor.
3. After talking to your advisor, go to: <https://mayvillestate.edu/academics/academic-records/>.
4. Click on "DROPPING & WITHDRAWING" from the blue menu to the right. **Carefully read through the information** provided there **BEFORE** you submit a drop request or withdrawal form to **make sure you are following the correct steps for what you need to do and understand the effects of your decision.**
5. Collaborative policy and processes will apply to drops and withdrawals by students enrolled collaboratively. Contact Shay Thorsgard at 1.800.437.4104 ext. 34667.