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**Distance and Online Course Bulletin**

**APPLY TODAY! We will waive the application fee through May 31  
when you use the case-sensitive code: MSUBound**

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

**REGISTER APRIL 6 — SEPTEMBER 1**



# **HOW TO APPLY**

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

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

## **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 2021 – 2022

### **Fall Semester 2021**

<b>August 16</b>	<b>Recommended latest date for non-degree/collaborative enrollment for online A&amp;P courses</b>
August 23	Orientation/Registration
August 23	Classes begin at 4:00pm
August 23	First 8-week session begins
August 23	First 5-week session begins
August 24	First full day of classes
September 1	Last day to register or add a class
September 1	Last day to drop a class without record
September 6	Labor day-No classes
September 8	Final bill payment

### **September 13** **Application for spring graduation due (\$25 late charge beginning Sept. 16)**

September 20	Enrollment census date
September 26	Last day of first 5-week session
September 27	Second 5-week session begins
October 17	Last day of first 8-week session
October 18	Second 8 week session begins
October 31	Last day of second 5-week session
November 1	Third 5-week session begins
November 11	Veterans Day—No classes
November 12	Last day to withdraw from term or drop with record (regular term)
November 24-26	Thanksgiving— No classes
November 29	Classes resume
December 9	Last day of third 5-week session
December 12	Last day of second 8 week session
December 13-17	Final Exam Week
December 21	Grades due at 12:00 noon

### **Spring Semester 2022**

January 10	Orientation/Registration
January 10	Classes begin at 4:00pm
January 10	First 8 week session Begins
January 10	First 5-week session begins
January 11	First full day of classes
January 17	Martin Luther King, Jr. Day-No classes
January 20	Last day to register or add a class
January 20	Last day to drop a class without record
January 26	Final bill payment deadline

### **February 7** **Application for summer graduation due (\$25 late charge beginning Feb. 10)**

February 7	Enrollment census date
February 15	Last day of first 5-week session
February 16	Second 5-week session begins
February 21	Presidents Day — No classes
March 6	Last day of first 8 week session
March 7	Beginning of second 8 week session
March 14-18	Spring Break
March 21	Classes resume

### **March 27** **Application for fall graduation due (\$25 late charge beginning March 30)**

March 30	Last day of second 5-week session
March 31	Third 5-week session begins
April 8	Last day to withdraw from or drop with record (regular term)
April 15-18	Easter Break— No classes
April 19	Classes resume
May 6	Last day of third 5-week session
May 8	Last day of second 8-week session
May 9-13	Final Exam Week
May 14	Commencement
May 17	Grades are due at 12:00 noon
May 30	Holiday-Memorial Day

### **\*FALL 2021 ACADEMIC DROP DATES\***

<u>SESSION</u>	<u>DROP (no record)</u>	<u>DROP("W")</u>
<b>REGULAR</b>	<b>Sept 1</b>	<b>Nov 12</b>
<b>1st 8-WEEK</b>	<b>Aug 27</b>	<b>Sept 30</b>
<b>2nd 8-WEEK</b>	<b>Oct 22</b>	<b>Nov 25</b>
<b>1st 5-WEEK</b>	<b>Aug 25</b>	<b>Sept 15</b>
<b>2nd 5-WEEK</b>	<b>Sept 29</b>	<b>Oct 20</b>
<b>3rd 5-WEEK</b>	<b>Nov 3</b>	<b>Nov 27</b>

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

# FALL 2021 ONLINE COURSES AT A GLANCE

Distance education rates will apply.

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

Go to <https://www.mayvillestate.edu/academics/class-schedules/> to access the most current list.

## ONLINE ASYNCHRONOUS: FLEXIBLE ACCESS TIME FOR LECTURE; ASSIGNMENTS AND EXAMS HAVE DUE DATES WITHIN THE TERM.

### 16-WEEK SESSION (August 23—December 17)

AGEC 345 AGEC 420 ACCT 201 ACCT 300 ACCT 400

AH 205

ASTR 150/L

BIOL 150/L BIOL 220/L BIOL 221/L BIOL 315/L BIOL 359

BUSN 235 BUSN 305 BUSN 310 BUSN 325 BUSN 334 BUSN 402 BUSN 418 BUSN 443 BUSN 482

CHEM 121/L

COMM 110 COMM 290S COMM 311 COMM 316

EC 313 EC320 EC322 EC338 EC341 EC 375 EC398 EC418

ECON 201

EDUC 276 EDUC 290 EDUC 307 EDUC 326 EDUC 351 EDUC 380 EDUC 398 EDUC 402 EDUC 436 EDUC 482 EDUC 483

EDUC 500 EDUC 502 EDUC 503 EDUC 550 EDUC 555 EDUC 572 EDUC 595

ENGL 110 ENGL 120 ENGL 317 ENGL 353 ENGL 408 ENGL 476S

GEOG 103 GEOG 300

HIST 103

HPER 131 HPER 200 HPER 207 HPER 209 HPER 217 HPER 222 HPER 310 HPER 315 HPER 319 HPER 321 HPER 332 HPER 333 HPER 340

HPER 360 HPER 402 HPER 440 HPER 380

HUM 220 HUM 221

LMIS 317

MATH 103 MATH 105 MATH 166 MATH 323 MATH 412 MATH 420 MATH 443 MATH 480

PHYS 211/L PHYS 212/L PHYS 251/L PHYS 252/L

PSYC 111 PSYC 250 PSYC 255 PSYC 330

SCNC 102/L

SOC 110 SOC 355

SPAN 101 SPAN 102

SPED 237 SPED 338 SPED 343 SPED 351

UNIV 100 UNIV 305 UNIV 350

### 8-WEEK SESSIONS

**1st 8-WEEK SESSION (August 23—October 17):** AGEC 141 ASC 92 ASC 93 BUSN 205 CIS 175 EDUC 250 EDUC 403 HPER 135  
SPED 382 SPED 386

**2nd 8-WEEK SESSION (October 18—December 12):** AGEC 240 ASC 91 ASC 93 BUSN 207 EDUC 272 SPED 344 SPED 383 SPED 387

## ONLINE SYNCHRONOUS COURSES: STUDENTS MUST ATTEND SPECIFIED MEETING TIMES FOR THESE CLASSES.

### 16-WEEK SESSION (August 23—December 17)

EDUC 301 EDUC 318 EDUC 326 EDUC 350 EDUC 401 EDUC 401S SPED 350

## NURSING (ONLINE ASYNCHRONOUS)

**TEN-WEEK SESSION (August 23—December 17):** NURS 442 NURS 640 NURS 645 NURS 650 NURS 660 NURS 665 NURS 670 NURS 680

**1st 5-WEEK SESSION (August 23—September 26):** NURS 350 NURS 441 NURS 540 NURS 610

**2nd 5-WEEK SESSION (September 27—October 31):** NURS 310 NURS 450 NURS 460 NURS 560

**3rd 5-WEEK SESSION (November 1—December 9):** NURS 450 NURS 460 NURS 570

# REGULAR 16-WEEK SESSION—ONLINE ASYNCHRONOUS

(August 24-December 18)

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

Class #1261 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.

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

Distance Students Only, On-Campus Students with instructor permission

Class #1088 Instructor: Rochester Mugumbate

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.

## **ACCT 300 Intermediate Accounting I (4)**

Distance Students Only Note: Students may opt to meet via Zoom T/TH from 2:00-3:15 p.m.. Webcam and headset with microphone needed for Zoom.

Class #9258 Instructor: Dustin Olson

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

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

Distance Students Only Note: Students may opt to meet via Zoom M/W/F from 8:00-8:50 a.m.. Webcam and headset with microphone needed for Zoom.

Class #1090 Instructor: Thomas Moe

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

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

Distance Students Only Note: Students may opt to meet via Zoom M/W/F from 12:00-12:50 p.m.. Webcam and headset with microphone needed for Zoom.

Class #1093 Instructor: Dustin Olson

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

## **AGEC 345 Sustainable Food Production Systems (3)**

Distance Students Only Note: Students may opt to meet via Zoom M/W/F from 11:00-11:50 a.m.. Camera and headset with microphone needed for Zoom.

Class #9268 Instructor: STAFF

This course examines the sustainable agriculture and food system production options available in today's agricultural industry. The course will focus on the social, economic and environmental aspects of agricultural production. Students will develop a thorough understanding of our food cycle from farm to table and beyond. The course will include numerous farm tours featuring a wide array of various on-site agricultural production experiences, and several classroom guest speakers that will provide differing perspectives on the industry.

## **AGEC 420 Production & Quality Assurance (3)**

Distance Students Only Note: Students may opt to meet via Zoom M/W/F from 1:00-1:50 p.m.. Webcam and headset with microphone needed for Zoom.

Class #9270 Instructor: STAFF

This course examines managerial philosophies and techniques highlighting quality control for superior production performance. Topics will include a focus on the application of Lean and Six Sigma management systems, tools, and statistical quality control processes. The course will provide a solid foundation of the continuous improvement business processes required for an International Standards Organization (ISO) level of quality control production system. On site tours of ISO certified production facilities, on site quality manager interviews, and guest speakers will be used throughout the course. Pre-requisite: AGECE 335.

## **ASTR 150 Meteorology (3)**

Class #6559 Instructor: Jeff Hovde

A study of the earth's atmosphere and the elements of the weather, weather type and storms, meteorological instruments, and weather maps. This course is especially valuable to persons who plan to teach. Corequisite: ASTR 150L.

## **ASTR 150L Meteorology Lab (1)**

Class #6560 Instructor: Jeff Hovde

Two hours lab per week. Procedures will involve the study of atmosphere, including fronts and air masses, clouds, and precipitation, our seasons, and global climate. Basic atmospheric processes and phenomena are studied to provide the student an understanding of our ever changing and sometimes dangerous day-to-day weather. Corequisite: ASTR 150.

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

Class #6557 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)**

See biology lab note, page 23.

Class #6558 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.

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

Recommended non-degree enrollment deadline: August 16, 2021

Distance Students Only; On-Campus Students by permission only.

Class #1009 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.

ALL CLASSES OFFERED "ONLINE" UNLESS OTHERWISE NOTED

# REGULAR 16-WEEK SESSION: ONLINE ASYNCHRONOUS

(August 23-December 17)

## **BIOL 220L Anatomy & Physiology Lab I (1) - See biology lab note, page 15.**

Recommended non-degree enrollment deadline: August 16, 2021

Distance Students Only; On-Campus Students by permission only.

Class #1011 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)**

Recommended non-degree enrollment deadline: August 16, 2021

Distance Students Only; On-Campus Students by permission only.

Class #1013 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) - See biology lab note, page 15.**

Recommended non-degree enrollment deadline: August 16, 2021

Distance Students Only; On-Campus Students by permission only.

Class #1014 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.

## **BIOL 315 - Genetics (3)**

Class #16220 Instructor: Khwaja Hossain

An introduction to the principles of genetics including topics from classical Mendelian concepts to the contemporary molecular biology of gene. It includes the fundamental understanding of heredity of genes in microbes, plants, and animals and their interactions in determining traits. Three hours of lecture per week. Prerequisite: BIOL 151. Co- requisite: BIOL 315L.

## **BIOL 315L - Genetics Lab (1) lab note?**

Class #16221 Instructor: Khwaja Hossain

The lab course is designed to help students grasp the fundamentals of genetics from a hands-on approach enhanced with laboratory experiments. The lab content encompasses basic laboratory procedures in basic genetics, DNA analysis, and cytogenetics. Two hours of lab per week. Prerequisites: BIOL 150, BIOL 236, BIOL 311 or BIOL 312 and one year of chemistry. Corequisite: BIOL 315.

## **BIOL 359 - Evolution (3)**

Class #15458 Instructor: Melody McConnell

Three hours lecture per week. This course will provide students with a comprehensive analysis of evolution and evolutionary biology. Topics covered throughout this semester include the history of evolutionary theory, evidence for evolution, genetic evolution, natural selection, sexual selection, species and speciation and possibly evolutionary issues in modern society. BIOL 150, BIOL 150L, BIOL 151, BIOL 151L or equivalent; Recommended: BIOL 315.

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

Distance Students Only, On-Campus Students with instructor permission

Class #1116 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 305 - Foundations of Entrepreneurship (3)**

Class #9260 Instructor: Theodore Stoa

This course will provide a basic understanding of the entrepreneurial process. The student will spend time researching successful and unsuccessful new business ventures and interacting with entrepreneurs. A comprehensive self-assessment will help students better understand their own personal aspirations while identifying necessary skill sets and competencies. Oral and written communication skills will be featured in this introductory course. This course will also include an introduction to the components of a Business Plan. Prerequisite: BUSN 325. Fall, Summer.

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

Distance Students Only **Note:** Students may opt to meet via Zoom T/TH from 8:00-9:15 a.m.. Webcam and headset with microphone needed for Zoom.

Class #1096 Instructor: Thomas Moe

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 325 Management Theory & Research (3)**

Distance Students Only, On-Campus Students with instructor permission

Class #1111 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.

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

# REGULAR 16 WEEK SESSION: ONLINE ASYNCHRONOUS

(August 23-December 17)

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

Distance Students Only, On-Campus Students with instructor permission

Class #1098 Instructor: Staff

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 402 - Advertising & Promotion Management (3)**

Class #1097 Instructor: Donna Gutschmidt

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

## **BUSN 418 - Operations Management (3)**

Class #1103 Instructor: Theodore Stoa

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

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

Distance Students Only, On-Campus Students with instructor permission

Class #1101 Instructor: Robert Tangsrud

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)**

Note: Webcam and headset with microphone required for this class.

Class #1109 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.

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

Class #1058 Instructor: Jeff Hovde

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

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

Class #1059 Instructor: Jeff Hovde

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

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

Class #1271 Instructor: Robert Sylskar

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 290S Communication Practicum (1-3 credits; repeatable up to 3 credits)**

Arranged. Online English majors please contact Alyson Beckman at 701.788.4632 or by emailing to [alyson.beckman@mayvillestate.edu](mailto:alyson.beckman@mayvillestate.edu).

Class # 16299 Instructor: Robert Sylskar

Communication Practicum can be taken for 1-3 SH with 20 hours of designated practical experience required for each credit taken. The student must consult with their advisor, who will then refer the student to the appropriate supervisor in the area of the student's interest, i.e. speech, radio, promotions, journalism, or theatre. The supervisors in each of these areas should make available to student and advisor a list of activities and descriptions that the supervisor will oversee each semester. If no activity is available in a particular area, the student can opt to complete the practicum in another area without having to do a course change. Course may be repeated for up to 3 SH.

## **COMM 311 Oral Interpretation of Literature (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 class.

Class #16554 Instructor: Robert Sylskar

This course focuses on the appreciation of literature through reading and analysis of various texts and genres and oral performance of those texts before a public audience. Students will learn techniques for performance. Pre-requisite: None.

## **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 class.

Class #1338 Instructor: Robert Sylskar

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.

## **EC 313 Language & Literacy in ECE (3)**

Class #1132 Instructor: Ann Willeson

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

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



# REGULAR 16 WEEK SESSION: ONLINE ASYNCHRONOUS

## (August 23-December 17)

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

Class #1133 Instructor: Ann Willeson

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

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

Class #1134 Instructor: Ann Willeson

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 #1135 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 Routines, Guidance & Learning (3)**

Class #12001 Instructor: Ann Willeson

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

### **EC 375 Infant and Toddler Field Experience (3)**

Class #11643 Instructor: Ann Willeson

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)**

**\$300 special course fee**

Class #1203 Instructor: Kelli Odden

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.

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

Class #1138 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.

### **ECON 201 Principles Of Microeconomics (3)**

Class #13752 Instructor: John Pederson

This course examines how individual consumers, businesses and units of government function in the economy. It includes opportunity cost, supply and demand, production and cost analysis, market structures, taxation, government provision of goods and services and income distribution.

### **EDUC 276 Praxis Core Acad Skills Prep (1) Last day to add: October 17, 2021.**

Class #1143 Instructor: STAFF

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 #1145, #11730 Instructor: STAFF

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

Class #1128, #16265 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.

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



# REGULAR 16-WEEK SESSION: ONLINE ASYNCHRONOUS

(August 23-December 17)

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

**\$50 special course fee**

**Class #11647 Instructor: Yvonne Cannon**

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

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

**Class #1150 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)**

**\$50 special course fee**

**Class #15305 Instructor: Clayton Dodson**

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 402 - Introduction to Blended Learning (2)**

**Class #11728 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 #11726 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. Prerequisites: Acceptance into Teacher Education, and the successful completion of Methods courses.

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

**Distance Students Only**

**Class #1165 Instructor: Cindy Gregg**

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

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

**Graduate distance tuition rate applies.**

**\$925 special course fee**

**Class #1400 Instructor: Andi Dulski-Bucholz**

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)**

**Graduate distance tuition rate applies.**

**Class #1408 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)**

**Graduate distance tuition rate applies.**

**Class #11727 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.

# REGULAR 16-WEEK SESSION: ONLINE ASYNCHRONOUS

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

Graduate distance tuition rate applies.

Class #1401 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)**

Graduate distance tuition rate applies.

Class #1402 Instructor: Lynn DiLivo

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)**

Graduate distance tuition rate applies.

Class #1403 Instructor: Clayton Dodson

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)**

Graduate distance tuition rate applies.

Class #1404 Instructor: STAFF

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)**

Graduate distance tuition rate applies.

Class #1405 Instructor: Andi Dulski-Bucholz

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

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

Class #1317 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 #1275 Instructor: Steven Petherbridge

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

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

Hybrid—On-Campus Students (see course notes)

Asynchronous available for Distance Students Only **Note:** Distance students may join via Zoom M/W/F from 11:00-11:50 a.m.. Webcam and headset with microphone needed for Zoom.

Class #1333 Instructor: Aprill Hastings

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 323 Writing and Editing for the Media**

Class: 16297 Instructor: Steven Petherbridge

Introduction to writing and editing in the styles and forms required in journalism, broadcasting, and public relations. This course combines the requirements of writing the news story, knowing how to edit it for publication, and then successfully sending it to a publisher, blog, or an internet site, using a smart phone, tablet, or computer. This course is required for the Communications major, but it is open to students from other majors whose planned careers may include communicating with groups of people using social media technology. Corequisite: COMM 290S

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

Class #13561 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 353 Survey of American Literature (3)**

This course is paired with the corresponding on-campus section and students will work together as a unit in a shared Blackboard shell.

Class #16289 Instructor: Aprill Hastings

Examines American literary works from the pre-colonial period to the current day, emphasizing the ideas and characteristics of American national literature. The course is designed to provide the student with an appreciation of American poetry, fiction, and drama by presenting the achievements of classic American writers in their historical context. Involves critical reading and writing. Prerequisites: ENGL 110 and ENGL 120 or ENGL 125, or consent of the instructor.

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

This course will be grouped on Blackboard with the corresponding Distance/face-to-face class.

Class #13561 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 class.

Class #1337 Instructor: Erin Lord Kunz

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 #1278 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 #1279 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 #1281 Instructor: Elliot Rotvold

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

## **HPER 131 Fall Outdoor Pursuits (1)**

Class #7442 Instructor: Jake Litecky

A course that combines the skills used when participating in outdoor activities such as any of the following: Archery, Geo Caching, Frisbee Golf, Outdoor Cooking and Camp building as well as others. This course will be divided up to allow for a minimum of three activities to be covered. Students in this class will be introduced to teaching methodology for each activity. Fall.

## **HPER 200 Technology in HPER (1)**

Class #7444 Instructor: STAFF

The purpose of this course is to develop an understanding of how technology can improve learning and development in Health, Physical Education, Fitness and Sports. The students will learn how to use technology as a tool to enhance learning. The students will show a basic proficiency on the use of technology hardware and software in the exercise environment, and how to improve the learning experience for their future students or clients.

## **HPER 207 - Prevention & Care Of Injuries (3)**

Class #16152 Instructor: Timothy O'Brien

A course designed to introduce students to the profession of athletic training and provide them with essential tools to be able to prevent, recognize and manage injuries received as a result of participation in various activities. The course will address mechanisms and classifications of injury, the physiologic response to injury and the healing process. Specific injuries will be discussed such as: concussions, injuries to the head, neck, and spine; injuries to the upper extremity and injuries to the lower extremity. The course is lecture based with a lab included. Students will also be required to become certified by the National Federation of High Schools--Concussion in Sport. There is an additional course fee of \$15. Prerequisite: BIOL 111 or BIOL 150, BIOL 220.

## **HPER 209 Rhythms and Tumbling (1)**

Class #7443 Instructor: Alex Herman

A one semester hour course that provides the introductory skills used when participating in elementary and middle school physical education. This course will prepare students how to manage their motor development through participation and leadership activities in fundamental movement for children including gymnastics and rhythmic patterns. Curriculum development in these areas will be addressed.

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

Class #7446 Instructor: Michelle Warren

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

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

Class #1226 Instructor: William Tomblin

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 #1254 Instructor: Scott Parker

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 #1230 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.



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## **HPER 319 - Health and Physical Education In The Elementary School (2)**

Class #16151 Instructor: Scott Parker

A course designed specifically for the Elementary Education majors and HPER majors/minors. Areas of study include: understanding the need for physical education; the instructional process; program implementation; and teaching the objectives of physical education (personal health skills, motor skills, lifetime activities, and sports skills). Peer teaching of an elementary physical education lesson plan will be included. The 10 content areas of health will be studied.

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

Class #1233 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 332 Comprehensive Health Education For K-12 (3)**

Class #7447 Instructor: Scott Parker

A study of the various methods of teaching health in the elementary and secondary schools including trends in health and focusing on contemporary health problems that need to be addressed to K-12 students. Additional emphasis shall be placed on teaching our students about the physical, social, emotional, intellectual, and environmental factors that influence health. Strategies will be studied to reduce and prevent stress related health problems. Prerequisite: HPER 217.

## **HPER 333 Adapted Physical Education (2)**

Class #7448 Instructor: Alex Herman

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

## **HPER 340 - Modern Issues and Materials In Health (3)**

Class #16158 Instructor: Michelle Warren

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

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

Class #1238 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 #1258 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 402 - Exercise Physiology (4)**

Class #16163 Instructor: Jeremiah Moen

A study of the effects of exercise and training on the physiology of the human body. Special attention will be given to adaptations of various body systems, lab related activities commonly used to assess such adaptations, and other areas related to training. Laboratory activities and exercises will test aerobic and anaerobic capacity, strength, body composition, and dietary analysis. Prerequisite: BIOL 111 or BIOL 150, and BIOL 220.

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

Class #16162 Instructor: Ashley Tomblin

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

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

Class #1284 Instructor: STAFF

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 #1286 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.

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

Hybrid—On-Campus Students (see course notes)

Asynchronous available for Distance Students Only **Note:** Distance students may join via Zoom M/W/F from 11:00-11:50 a.m.. Webcam and headset with microphone needed for Zoom.

Class #1196 Instructor: STAFF

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.

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

Class #1026 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 #1030 Instructor: Mary Townsend

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

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

Class #1040 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 #1034, #1084 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 #6562 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 #1035 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 #1038 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 #1041 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 #1043 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)**

Distance Students Only, On-Campus Students with instructor permission

Class #1072 Instructor: Thomas Gonnella

See note on physics labs, page 23.

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 #1045 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)**

Distance Students Only, On-Campus Students with instructor permission

Class #1073 Instructor: Thomas Gonnella

See note on physics labs, page 23.

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 #1046 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)**

Distance Students Only, On-Campus Students with instructor permission

Class #1074 Instructor: Thomas Gonnella

See note on physics labs, page 23.

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.

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

Class #1047 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)**

Distance Students Only, On-Campus Students with instructor permission

Class #1075 Instructor: Thomas Gonnella

See note on physics labs, page 23.

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.

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

Class #1297 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)**

Distance Students Only

Class #1352 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 #1301 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 #1336 Instructor: STAFF

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.

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

Class #1052 Instructor: Jeff Hovde

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

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

Class #1055 Instructor: Jeff Hovde

PC access required (MAC will not work)

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

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

Class #1303 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 #1305 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.

## **SOC 406 - Crime and Delinquency (3)**

Class #16106 Instructor: Lonamalia Parsons Smith

A study of the nature and extent of juvenile delinquency and adult crime. Analyzes causes, traces steps through the criminal justice system, explores policies to combat crime and delinquency, latest trends, and a look at professional opportunities in the field. Prerequisite: SOC 110.

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

Class #1308 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 #16290 Instructor: Carmen Rygg

Continuation of Spanish I. Prerequisite: SPAN 101.

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

Class #1188 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.



# REGULAR 16-WEEK SESSION: ONLINE ASYNCHRONOUS

(August 23-December 17)

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

Class #1168 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 Accommodations and Modifications (3)**

Class #1182 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 351 Remedial Reading Practicum (1-2)**

**\$50 special course fee**

Class #1171 Instructor: Yvonne Cannon

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.

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

**Distance Students Only**

Class #1318 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.

## **UNIV 305 - International Perspectives in Health I (3)**

Class #10312 Instructor: Collette Christoffers

This course is founded on the premise that optimal health is not only the absence of disease or infirmity but also the result of a person's cultural background, race and ethnicity, educational level, and access to health care. Through focused engagement across the curriculum, the student will grow in knowledge and understanding of health beliefs and practices of various international populations with an emphasis on social determinants of health, cultural competency, environmental influence, health beliefs and health seeking behaviors, social justice, professional role comparison, and self-reflection. The student will apply learning to real-world challenges within individual and team assignments. An optional study abroad experience will follow this course.

## **UNIV 350 - Statistical Methods for the Social Sciences (3)**

Class #10313 Instructor: Carey Haugen

This course is designed to familiarize students with fundamental statistical concepts and techniques. The course covers many of the common statistics used in the social sciences and highlights data analysis and research applications. Although this course is designed for the social sciences, the concepts and techniques presented in this course apply broadly to other disciplines.

# FIRST 8-WEEK SESSION: ONLINE ASYNCHRONOUS

August 23-October 17

Last day to withdraw: September 30

## **AGEC 141 Agribusiness Seminar**

Distance Students Only

**Note:** Students may opt to meet via Zoom T/TH from 8:00-9:15 a.m.. Webcam and headset with microphone needed for Zoom.

Class #9264 Instructor: Theodore Stoa

This course examines the current state of agricultural related business. Through faculty lectures and presentations, agribusiness farm tours, group discussions, and industry guest speakers, you will explore *agribusiness* trends and best practices. Students will research and evaluate a full range of organizational, strategic, competitive, economic, and societal issues as they relate to agri-culture.

## **ASC 92 - Algebra Preparation II (2)**

Webcam and headset with mic required for this class.

Class #13582 Instructor: Taylor Simon

This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include the solutions of linear equations and inequalities, formula manipulation, Cartesian geometry and the graphing of linear equations and inequalities, systems of equations, and an introduction to functions. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Prerequisite: Placement is according to placement test scores or completion of ASC 91 with a grade of "C" or better. Fall, Spring, Summer on demand.

## **ASC 93 - Algebra Preparation III (2)**

Webcam and headset with mic required for this class.

Class: #13583 Instructor: Taylor Simon

This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include exponents and radicals, algebraic manipulation involving polynomial and rational forms, and unit analysis. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Prerequisite: Placement is according to placement test scores or completion of ASC 92 with a grade of "C" or better.

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

Class #1124 Instructor: Rob Johnston

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.

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

Class #15549 Instructor: Kelly Kornkven

The course addresses the impact of information in our lives and how to effectively locate, retrieve, evaluate, and use information at the college level. Emphasis will be placed on the changing format of information in the digital world and how those changes affect the ethical use of information, especially copyright and plagiarism.

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

**Special Note on EDUC 250: BSED-seeking students are required to purchase a TaskStream subscription for this course. Students will use their TaskStream account throughout the duration of their preparation program.**

Class #11644 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.

## **EDUC 482 Secondary Methods for Health and Physical Education (2)**

Class #15400 Instructor: Scott Parker

This course is designed to provide teacher candidates majoring in secondary Health and Physical 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 Health and Physical Education paper that demonstrate knowledge and skill sets necessary for today's secondary Health and Physical Education teacher. Prerequisites: EDUC 480 and Admission to Teacher Education. Corequisites: EDUC 398.

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

Additional time by arrangement with instructor.

Class #15394 Instructor: Fredrick Strand

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.

## **HPER 135 Golf (1)**

Class #16264 Instructor: Jake Liktecky

A one semester hour course that provides the introductory skills used when participating in Golf. The course will be offered twice a week for the first nine weeks. Each class period will be 1 hour 45 minutes. Student sin the class will be introduced to teaching methodology of golf. The students will be golfing at the Mayville Golf Course. Fall. Prerequisite: Pre-req: None.

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

Class #10238 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 386 - Learning Disabilities (3)**

Class #10241 Instructor: Carly Theis

This course will include identification and characteristics of children, youth and other individuals with learning and related disabilities. A heavy emphasis will be placed on creating and modifying learning environments, and adapting instructional strategies to meet the needs of students in inclusive early childhood, elementary and secondary settings. Students will focus on best practices and methods related as well as computer assisted instruction and technological equipment appropriate to varied learning needs. Prerequisite: SPED 389. Corequisite: SPED 387 (for special education majors only).

# SECOND 8-WEEK SESSION: ONLINE ASYNCHRONOUS

October 18-December 12

Last day to withdraw: November 25

## AGEC 240 Trends & Issues in Agriculture (2)

Distance Students Only

**Note:** Students may opt to meet via Zoom T/TH from 8:00-9:15 a.m.. Webcam and headset with microphone needed for Zoom.

Class #9266 Instructor: Theodore Stoa

This course examines current and future world population trends with emphasis on historical, current and future world food issues. Topics will include hunger, world nutrition, and food supply; analyzing the impact on resources for society and individuals under various cultural, religious, economic, geographical, and political conditions. Research and discussion of various farming techniques and practices will be compared and evaluated. Students will be challenged to converge upon the best solutions for future worldwide agricultural production, based upon the supplied research and documentation.

## ASC 91 Algebra Preparation I (2)

Webcam and headset with microphone required for this class.

Class #13581 Instructor: Bob Miess

This course begins the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include operations with whole numbers and fractions, order of operations, simplification and evaluation of expressions, and evaluation of one and two step linear equations. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Prerequisite: Placement is according to placement test scores or on a voluntary basis.

## ASC 93 Algebra Preparation III (2)

Class #13584 Instructor: Taylor Simon

This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include exponents and radicals, algebraic manipulation involving polynomial and rational forms, and unit analysis. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer. Prerequisite: Placement is according to placement test scores or completion of ASC 92 with a grade of "C" or better.

## BUSN 207 Principles of Management (2)

Class #1125 Instructor: Rob Johnston

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.

## EDUC 272 Educational Technology (2)

**Special Note on EDUC 272:** BSED-seeking students are required to purchase a TaskStream subscription for this course. Students will use their TaskStream account throughout the duration of their preparation program.

Class #10329 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.

## SPED 344 Augmented & Alternative Communication (3)

Class #10237 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 383 Intellectual Disabilities Practicum (1-2)

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

Class #10240 Instructor: Carly Theis

This clinical course is designed for students who are earning a degree in special education and compliment 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).

## SPED 387 Learning Disabilities Practicum (1.00-2.00)

**Special Note on EDUC 387:** This course requires students to have an approved background check and liability insurance prior to the field experience.

Class #10242 Instructor: Carly Theis

This clinical course is designed for students who are earning a degree in special education and compliment coursework on a variety of learning disabilities. The course is a 30-60 hour field experience in a regional school or outside agency that serves individuals with learning disabilities. Students will apply course instruction with an individual with a learning disability. The student will perform other assignments as outlined in their accompanying methods course concerning learning disabilities. Prerequisite: SPED 389. Corequisite: SPED 386 (for special education majors only). SPED majors take 2 SH option.



**Undergraduate Nursing - Online Asynchronous  
Ten-Week Academic Session (September 27-December 9)**  
Undergraduate nursing tuition rate will apply. Last day to withdraw is November 27.

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

Class #1140 Instructor: Donna Craigmile

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.

**First 5-Week Session (Online Block I: August 23-September 26)**

Undergraduate nursing tuition rate will apply. Last day to withdraw is September 15.

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

Class #1373, #1374 Instructor: Donna Craigmile

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 #1375 Instructor: Jennifer Johnson.

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.

**Second 5-Week Session (Online Block II: September 27– October 31)**

Undergraduate nursing tuition rate will apply. Last day to withdraw is October 20.

**NURS 310 Healthcare Informatics & Technologies (2)**

Class #1376, #1377 Instructor: Carey Haugen

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 450 Issues in the Health Care Systems – Rural (3)**

Class #7391 Instructor: Lindsay Bontjes

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

**NURS 460 Ethical Dilemmas in Health Care (3)**

Class #1378, #1379 Instructor: Lindsay Bontjes

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

**Third 5-Week Session (Online Block III: November 1-December 9)**

Undergraduate nursing tuition rate will apply. Last day to withdraw is November 27.

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

Class #1380, #1381 Instructor: Lindsay Bontjes and Jennifer Jensen

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

**NURS 460 Ethical Dilemmas in Health Care (3)**

Class #7392 Instructor: Lindsay Bontjes

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

# **Graduate Nursing—Online Asynchronous**

## **TEN-WEEK SESSION: September 27—December 9 (Online Blocks II and III)**

### **Last day to withdraw is November 17.**

#### **NURS 640 Nurse Educator Practicum I (2)**

Class #7394 Instructor: Janell Juelich

Within this practicum experience, the student will synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. In addition, the student will master patient care delivery skills, system assessment and intervention skills, and will understand organizational dynamics under the mentorship of a nurse preceptor. Focus on a population of interest and a specific role will provide the student with opportunities to lead change to improve quality care outcomes, build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and advance a culture of excellence through lifelong learning. Focus on nursing education in the health care environment. Includes 100 hours of precepted clinical experiences. Prerequisites: NURS 550, NURS 610, NURS 620.

#### **NURS 645 Nursing Leadership & Management Practicum I (2)**

Class #7395 Instructor: Carey Haugen

Within this practicum experience, the student will synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. In addition, the student will master patient care delivery skills, system assessment and intervention skills, and will understand organizational dynamics under the mentorship of a nurse preceptor. Focus on a population of interest and a specific role will provide the student with opportunities to lead change to improve quality care outcomes, build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and advance a culture of excellence through lifelong learning. Focus on nursing leadership and management in the long-term care, ambulatory, or public health setting. Includes 100 hours of precepted clinical experiences. Prerequisites: NURS 540, NURS 510, NURS 610, NURS 635.

#### **NURS 650 Nurse Educator Practicum II (2)**

Class #7396 Instructor: Janell Juelich

Within this course, the student will integrate cognitive learning with the affective and psychomotor domains of nursing practice to acquire competence with new knowledge and skills. The student will design educational offerings based on identified learning outcomes and apply best practices regarding instruction and evaluation for culturally diverse learners under the mentorship of a preceptor. Focus on the role of the nurse educator in the academic setting will allow the student engage in educational offerings focused on leading change to improve quality care outcomes, building and leading collaborative interprofessional care teams, navigating and integrating care services across the healthcare system, designing innovative nursing practices, translating evidence into practice, and advancing a culture of excellence through lifelong learning. Focus on nursing education in the academic environment. Includes 100 hours of precepted clinical experiences. Prerequisites: NURS 550: Theories and Concepts for Advanced Nursing Practice, NURS 610: Foundations and Teaching Strategies for Nursing Education, NURS 620. Corequisite: NURS 630.

#### **NURS 660 Nurse Educator EBP Project Capstone I (2)**

Class #7397 Instructor: STAFF

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

#### **NURS 665 Nursing Leadership & Management EBP Project Capstone I (2)**

Class #7398 Instructor: Carey Haugen

Based upon an organizational need within an acute care, long-term care, ambulatory, or public health setting, innovative change will be recommended by the student through the development of an evidence-based practice project. This course will facilitate the formulation of an implementation and outcomes measurement plan for the selected EBP project. Procedures for the protection of human subjects and IRB approval processes will also be included. Prerequisite: NURS 540, NURS 550, NURS 570, NURS 630. Prerequisite or Corequisite: NURS 645.

#### **NURS 670 - Nurse Educator EBP Project Capstone II (2)**

Class #7399 Instructor: Janell Juelich

This course will include implementation of an approved evidence-based practice project in an academic or health care setting. Following project implementation and data generation, students will analyze the data, create a formal written report and disseminate outcome measurements of the EBP Project. Prerequisite or Corequisite: NURS 660.

#### **NURS 680 Nurse Educator Thesis Capstone I (2)**

Class #7400 Instructor: Janell Juelich

This course will facilitate the formulation of a plan to conduct a formal research study. Development of a thesis research proposal including procedures for the protection of human subjects and IRB approval processes will be included. Prerequisite or Corequisite: NURS 640.

## **(GRADUATE NURSING: FIVE-WEEK SESSIONS, NEXT PAGE)**

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

## GRADUATION NURSING—ONLINE ASYNCHRONOUS

### IRREGULAR SESSIONS

GRADUATE NURSING TUITION RATE WILL APPLY.

**First 5-Week Session (Online Block I: August 23-September 26). Last day to withdraw is September 15.**

#### **NURS 540 Contemporary Issues in Health Care (3)**

Class #7393 Instructor: Carey Haugen

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

Class #1396 Instructor: Janell Juelich and Chris Gonnella

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

**Second 5-Week Session (Online Block II: September 27– October 31). Last day to withdraw is October 20.**

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

Class #1398 Instructor: Jennifer Johnson

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 620 Curriculum Development in Nursing Education (3)**

Class #16101 Instructor: Janell Juelich

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.

**Third 5-Week Session (Online Block III: November 1-December 9). Last day to withdraw is November 27.**

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

Class #1399 Instructor: Janell Juelich and Carey Haugen

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.

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



# Online Synchronous Courses Using ZOOM

## 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 technologies such as ZOOM with a web camera and microphone.

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

**Note on Class #s 1206, 1211, 1395, 1160, 1162,  
15980, 15981, 15971, 15976**

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.

**ONLINE SYNCHRONOUS COURSES LISTED ON PAGE 22**

# REGULAR 16-WEEK SESSION: SYNCHRONOUS

(August 23-December 17)

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

**\$50 special course fee**

**Early Childhood Majors:** Class #15971 Instructor: Brittany Hagen

Tuesdays 6:45-8:15 p.m.

**Elementary Education Majors:** Class #15976 Instructor: Jeni Peterson

Tuesdays 5:00-6:30 p.m.

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)**

**\$50 special course fee**

**Early Childhood Majors:** Class #15980 Instructor: Yvonne Cannon

Tuesdays 5:00-6:30 p.m.

**Elementary Education Majors:** Class #15981 Instructor: Jeni Peterson

Tuesdays 6:45-8:15 p.m.

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)**

Class #1206 Instructor: Yvonne Cannon

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)**

**Distance Students Only**

EDUC 350: Class #1211

SPED 350: Class #1395

Instructor: Yvonne Cannon

Meeting Times: T/TH 9:30pm-10:45 a.m.

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

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

Class #1160 Instructor: Pamela Johnson

Meeting Time: 6:00PM-8:00 p.m.

Meeting Dates: 9/9, 10/7, 11/4, and 11/18

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 #1162 Instructors: Kayla Smith

Meeting Dates/Times: 9/8—4:30-5:45 p.m., 10/6—4:30-6:00 p.m., 11/3—4:30-7:30 p.m., 12/1—4:30-7:30 p.m.

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.

# ONLINE LABS

**Please see the notes below for your specific course information.**

Online lab kits will need to be purchased from the Mayville State Bookstore, [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com). The most up-to-date information on the lab kits noted here as well as information on lab kits for BIOL 315L and CHEM 121L (information not currently available) will be available by the first week of August when fall online ordering opens .

## **BIOLOGY LABS (BIOL 150L, BIOL 220L, BIOL 221L)**

**Class #s: 6558, 1011, 1014**

Online biology lab kits will need to be purchased from the MSU bookstore. You will not be able to find the kits elsewhere. These lab kits contain a microscope that uses software compatible with PC computers. On Mac computers, the camera can be used as a driverless imaging device, compatible with various applications, such as ProScope and Photo Booth. Information on lab kit prices will be available through the Mayville State University Bookstore when online ordering opens. **There are no returns on BIOL lab kits.**

## **PHYSICS LABS (PHYS 211L, PHYS 212L, PHYS 251L, PHYS 252L)**

**Class #s: 1072, 1073, 1074, 1075**

Online physics lab kits will need to be purchased from the MSU bookstore, [www.mayvillestatebookstore.com](http://www.mayvillestatebookstore.com). You will not be able to find the kits elsewhere. The lab kits are designed for each lab, so you need to purchase a separate kit for each course as the experiments are not the same. Kit 1 used for either Physics 211 and Physics 251 is \$610.00 with buyback up to \$365.00. Kit 2 used for either Physics 212 and Physics 252 is \$660.00 with buyback up to \$395.00. Buyback value will be based on condition of kit when it is returned to Mayville State. **Lab kits should be purchased before term start; assignment due dates will not be extended to accommodate late enrollments or late receipt of books/materials.**

## **SCIENCE LAB (SCNC 102L)**

**Class #1055**

PC access required for this science lab course (MAC will not work).

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

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

\$325.82 per undergraduate credit \*/\*\* (regardless of residency)

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

Undergraduate Nursing\*\* — \$369.70 per credit

Graduate Nursing/Nursing Graduate Certificate\*\* — \$548.83 per credit

MEd/MAT Graduate\*\*—\$440.00 per credit

\*Books, materials, proctoring costs, special course fees, and student health fees are NOT included in the price above.

\*\*Subject to change without notice.

**FALL FINAL PAYMENT DUE DATE: September 8, 2021 (unless other payment arrangements have been made)**

### **Financial Aid Information**

[susan.cordahl@mayvillestate.edu](mailto:susan.cordahl@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

**[2021-2022 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)