



MAYVILLE STATE UNIVERSITY

Summer School
2014



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Six-Week Session May 27-July 7 On campus, Online and IVN

BUSN 351 Human Resource

Management (3) Johnston **Online** This course provides students an opportunity to learn the importance of managing an organization's human resources. Students will examine how human behavior, legal framework, individual differences, and employee performance influence the organizational goals and objectives. A critical component of this course includes strategically planning and applying human resource functions to a business experiencing change. Pre-req. BADM 302, CIS 112, CIS 114, CIS 118.

BUSN 430 Professional Leadership

(3) Johnston **Online** This course is designed to provide the student with understanding and experiences in multiple frameworks of leadership - interest, awareness, exploration, demonstration. The instruction will focus on understanding what leadership is all about and the theory that surrounds position, personal, transactional, transformational, and situational leadership. In addition, other aspects of leadership and leadership theory will be studied. The student will also identify leaders within a local community and use spontaneous leadership opportunities to apply the knowledge gained while enhancing his/her leadership potential. Pre-req. Introductory management course and CIS 112 and CIS 118.

EC 310 Strategies in Early Elementary

(3) Keating **MTWRF 08:30AM-09:50AM ED118** This course includes planning for instruction, learning styles, cooperative learning and classroom management. Development of a reflective teaching lesson is also included. Elementary Science is the focus of this course and involves an extended science teaching experience in the Mayville nature area as well as developing an earth science teaching unit that is taught to K, 1, 2, 3 grade students at the Teaching Learning Center. Lesson planning will be done using the Live Text format. Pre-req. Admission to Teacher Education. Co-req. EC 315, EC 326. Only available to Cohort students in Early Childhood Education.

EC 311 Social Studies Strategies in Early Elementary (3)

Odden **MTWRF 10:00AM-11:20AM ED118** This course includes a variety of Social Studies concepts including research-based teaching strategies including inquiry, simulations, multiple intelligences and critical thinking skills. The Thematic approach is used for designing a decade unit to develop a foundational understanding of social studies including history, culture, time, people, places, and environment continuity and change. There are two on-site clinical field-based experiences required for this course. Pre-req. EC 310 and Admission to Teacher Education. Co-req. EC 316 and SCNC 321. Only available to Cohort students in Early Childhood Education.

EC 316 Language Arts in Early

Elementary (3) Enger **MTWRF 11:30AM-12:50PM ED118** A continuation of EC 315 with a focus on oral communication, written expression, handwriting, spelling, literature, and basic reading skills in primary grades. Students will demonstrate library research and technology competencies in developing their Philosophy of Education paper. Pre-req. EC 315 and Admission to Teacher Education. Co-req. EC 311, SCNC 321. Only available to Cohort students in Early Childhood Education.

EDUC 325 Elementary Classroom Art

(2) Sorteberg **Online** The primary purpose of this course is to learn how to effectively implement methods and materials for teaching classroom art lessons in grades Pre-K – K-6. In addition, students will explore arts and crafts representative of other cultures. Students will use Live Text format for creating lesson plans and complete online research for art assignments. Pre-req. Admission to Teacher Education. Co-req. EDUC 302, EDUC 319, HPER 319.

EDUC 389 Foundations of Special Education (3)

Anderson **Online** This course is designed to provide historical and foundational knowledge of the disability experience, a variety of disability types under IDEA law, their implications, associated conditions and the impact of disabilities on physical, cognitive, and psychosocial development. The course also provides a model for understanding individuals with disabilities, appropriate decision making, facilitating educational programs, accommodations and modifications, and collaboration with families and outside agencies. A goal of the course is to provide training for educators (i.e., early childhood; elementary; secondary; adapted physical education; special education generalists) who serve students in a variety of settings.

EDUC 436 Kindergarten Methods

(2) Dulski-Bucholz **MTWR 02:30PM-03:50PM ED102** This course will emphasize developmentally appropriate activities for kindergarten children. This emphasis includes the valuable role of play in a child's development. Students will design and assess teacher-made materials and will demonstrate effective teaching techniques in various curriculum areas, including science, mathematics, arts, music and movement, literacy, and social studies. Students will develop and implement both teacher-directed lesson plans and child-directed activities for kindergarteners. Students will learn how to plan for diversity in their classrooms, including culture, abilities, and family backgrounds. Pre-req. EC 210, EC 211.





Six-Week Session May 27-July 7 On campus, Online and IVN

ENGL 120 College Composition II (3)

Hastings **MTWRF 11:30AM-12:50PM** **CB103** During their university careers, students are expected to write documented papers for a variety of classes and purposes. Accordingly, English 120 requires students to write substantial documented papers that skillfully deploy evidence from credible sources in support of a clear thesis and that exhibit control of structure and tone. To this end each student will write an analytical paper on a literary or historical work that is read and discussed by the class, but the course includes research writing on a topic chosen by the student and approved by the instructor. Class time is devoted to the process of drafting and revision in consultation with peers, instructor, and/or Writing Center. Pre-req. Successful completion of ENGL 110.

GEOG 103 Multicultural World,

Global Issues (3) Kingsbury **MTWRF 10:00AM-11:20AM** **OM310** Study of the nature of political communities in the United States and the world. A special focus of the course is the examination of diversity, global, and multicultural issues related to the problems of specific world communities. At Mayville State University this course includes topics such as the following: the cohesiveness of the American Community in the face of its multicultural and diverse nature; the choice of parliamentary government in Canada; discrimination focused on Northern Ireland; world poverty in the Third World; Central American issues; and religion's place in society as focused on Islam in the Middle East. Pre-req. None.

HUM 220 History of Music in a

Multicultural World (3) Paschke **MTWRF 10:00AM-11:20AM** **CB101** History of Music in a Multicultural World is designed to arouse greater interest in music of Western and non-Western cultures and to provide a basis for further appreciation of music. The survey of music from ancient times through music of the 21st century includes the developments in the world of art, literature and history that took place during the same time frame.

HUM 220 History of Music in a

Multicultural World (3) Paschke **Online** History of Music in a Multicultural World is designed to arouse greater interest in music of Western and non-Western cultures and to provide a basis for further appreciation of music. The survey of music from ancient times through music of the 21st century includes the developments in the world of art, literature and history that took place during the same time frame.

MATH 102 Intermediate Algebra

(3) Miess **MTWRF 10:00AM-11:20AM** **CB105** Properties of the real number system, factoring, linear and quadratic equations, functions, polynomial and rational expressions, inequalities, systems of equations, exponents and radicals. This course does not meet the general education mathematics requirement. Pre-req. None.

MATH 103 College Algebra (3)

Miess **MTWRF 08:30AM-09:50AM** **CB105** Relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions; systems of equations, matrices and determinants, sequences and summation. Pre-req. Minimum 22 ACT Math score, MATH 102 or equivalent with a grade of "C" or higher.

MUSC 200 Music In America (3)

Bakken **MTWRF 08:30AM-09:50AM** **CB101** A historical survey of music in America from pre-colonial times through the twentieth century, including Classical, Ethnic, Folk, and Popular traditions. Class will include listening skills and writing about Music. Class may be used to fulfill Humanities requirement in General Education if student does not plan to take the Music minor and takes either HUM 221 Art in the Multicultural World or ENGL 250 Literature in the Multicultural World as the second humanities course. Pre-req. None.

MUSC 323 Music For Elementary

Teachers (2) Paschke **W 04:40PM-08:50PM** **IVNREMOTE** Will provide future elementary teachers with rationale and techniques for using music as an instructional aid. Does not require a musical background. Pre-req. Admission to Teacher Education only if in Block I; HUM 220 or equivalent.

PSYC 332 Applied Psychology (3)

Bennett **Online** This is a course that aims to relate principles of psychology to everyday life and vocations. Specific applications include studies in relations to industry, employment, commerce, professions, public relations, and traits of personality in diverse and homogeneous work settings. Pre-req. PSYC 111.

SCNC 320 Science for Elementary

Teachers I (3) Sieg **MTWRF 01:00PM-02:20PM** **SB130** This course is designed as an activity based course intended to introduce strategies and methods for elementary science instruction in grades K-8. The content basis for this course is physical science. Some content in addition to methodology will be an added component of the course. Pre-req. SCNC 102 and SCNC 102L.

IMPORTANT 6-WEEK CLASS INFORMATION:

Last day to add a class 05-29-14
Last day to drop without a "W" 05-29-14
Last day for 100% refund 5-29-14
Last day to drop a class 6-24-14

Fast Track or Mini Sessions On campus and Off campus

HIST 339 The Vietnam War (3) McMahon
May 19-30 MTWRF 07:00AM-12:00PM
CB103 This course emphasizes the study of the Vietnam War with special emphasis on the views of the war from the North Vietnamese and American side. The course begins by studying Chinese imperialism in Vietnam and then moves to French control of the area. The second phase traces U.S. involvement in Vietnam and the quagmire that is known as the Vietnam War. The course concludes with the U.S. withdrawal, the F of Saigon and the current situation in Vietnam. There will be discussion of the military side of the war and how it related to the political decisions made by all sides. Pre-req. ENGL 120, or consent of instructor.

HPER 210 First Aid & CPR (1) O'Brien
May 30 - June 1 F 06:00PM-09:00PM SA 09:00AM-06:00PM S 12:00PM-06:00PM
FH101 Instruction and laboratory practice in first aid procedures including CPR, airway obstruction, rescue breathing, and the use of an automated external defibrillator (AED). The American Red Cross (ARC) certificates Responding to Emergencies, and Community (Adult-Child-Infant) CPR and Adult AED will be awarded to those passing the ARC requirements. Required for all teaching majors. Pre-req. None.

HPER 265 Water Safety Instructor (2) Gunderson
May 27-30 TWRF 08:00AM-05:00PM **Swimming Pool** Certification for the American Red Cross W.S.I. methodology of teaching in the American Red Cross Parent and Child Aquatic Program, the Learn to Swim Program, the Basic Water Rescue course, and the W.S.I. Aide course. W.S.I Certificate will be issued upon completion of the American Red Cross requirements. Pre-req. HPER 263, ARC Level Five Certification, or successful completion of the equivalency test.

PHYS 251L University Physics I Lab (1) Gonnella
June 9-11 MTWRF 08:00AM-04:00PM **SB132** Assignments will be applicable to the lectures. Consists of a two-hour lab. Co-req. CIS 114, PHYS 251.

PHYS 251L University Physics I Lab (1) Gonnella
June 18-20 MTWRF 08:00AM-04:00PM **SB132** Assignments will be applicable to the lectures. Consists of a two-hour lab. Co-req. CIS 114, PHYS 251.

PHYS 252L University Physics II Lab (1) Gonnella
June 11-13 MTWRF 08:00AM-04:00PM **SB132** Assignments will be applicable to the lectures. Consists of a two-hour lab. Co-req. CIS 114, PHYS 252.

PHYS 252L University Physics II Lab (1) Gonnella
June 16-18 MTWRF 08:00AM-04:00PM **SB132** Assignments will be applicable to the lectures. Consists of a two-hour lab. Co-req. CIS 114, PHYS 252.

IMPORTANT FAST TRACK CLASS INFORMATION:

Students registering for Fast Track Sessions will have a maximum of one day to drop the class. No refunds will be granted after the first day of class.





Eight-Week Session May 27-July 19 On campus and Online

BOTE 347 Computer Applications in Business (3) Nelson [Online](#) Intermediate to advanced use of spreadsheet (Excel) and database (Access) applications. Students have opportunity to develop and adapt technology skills used in applying business theory to analyze and solve problems. Pre-req. CIS 114 and CIS 116. This course is recommended as a prerequisite for BUSN 323 Managerial Finance.

BUSN 305 Foundations in Entrepreneurship (2) Olson [Online](#) 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 will be featured in this introductory course. Pre-req. CIS 112, CIS 114, CIS 116, CIS 118, BADM 302.

BUSN 334 Business Communication (3) Nelson [Online](#) 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 the contemporary business environment. Pre-req. CIS 112, CIS 118, ENGL 120, COMM 110.

EC 210 Introduction to ECE (3) Keating [Online](#) Cross-listed with EDUC 210. This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations. The conditions of children, families, and professionals that affect programs for young children will also be explored. Some of the conditions addressed include cultural diversity, socio-economic conditions, and family structures. Course content also includes play, and the stages of cognitive, social/affective, and physical development of young children. Pre-req. None. Co-req. EC 211.

EC 211 Observations, Assessment, and Interpretation Techniques (3) Keating [Online](#) Cross-listed with EDUC 211. Cross-listed with EDUC 211. This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use, and interpret assessment instruments to determine the ability levels of children (birth-8 yrs) representing "at risk" populations, those with developmental disabilities and special abilities. Pre-req. None. Co-req. EC 210.

EC 333 Pre-K Methods/Materials (3) Enger [Online](#) This course emphasizes developmentally appropriate curricula based on the needs and interests of individual pre-kindergarten children. This includes an awareness of each child's culture and family background when planning activities. Because play is critical to a child's development, students will plan and implement both child-directed activities and teacher-directed lessons. Students will also design and assess teacher made materials. They will demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies. Pre-req. EC 210, EC 211. Co-req. EC 376.

EC 337 Special Needs in ECE (3) Odden [Online](#) Cross-listed with EDUC 337. Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to dealing with them in the mainstream group care setting. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical. Pre-req. EC 210, EC 211.

EC 345 Grant Writing (1) Keating [Online](#) Cross-listed with EDUC 345. This course will help students find appropriate sources for grants and offer suggestions for submitting an effective proposal. Content will include a review of the application process, expert writing tips, specific techniques for an efficient plan and practical advice on budget development. Pre-req. ENGL 110, ENGL 120.

EC 376 Field Experience in ECE (1) Enger [Online](#) This course is designed to give students a field experience in an early childhood classroom where they will implement curriculum and instructional practices that are covered in EC 333: Pre-K Methods and Materials. Students will actively engage in the early childhood setting, including play time, while under the supervision of professional early childhood staff. Pre-req. EC 210, EC 211. Co-req. EC 333.

EDUC 317 Children's Literature (3) Sorteberg [Online](#) Cross-listed with ENGL 317 and LMIS 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-req. Sophomore standing.

EDUC 324 North Dakota Studies (1) Race [Online](#) This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Pre-req. Admission to Teacher Education. Co-req. EDUC 301, EDUC 318, MATH 307, MUSC 323, SCNC 321.



Eight-Week Session May 27-July 19 On campus and Online

EDUC 350 Remedial Reading (3) Dulski-Bucholz [Online](#) This course includes an overview of research-based diagnostic and instructional reading methods that are used to support struggling readers. Students will learn to identify and provide support to remedial readers in the regular classroom and in an intensive reading program setting using techniques of small group, individualized, and whole group instruction. Students will demonstrate teaching competencies in reading instruction and assessment to support learning styles. Students will participate in Internet resources research, a teacher observation experience, and student-led learning experiences. This course is required for the North Dakota Reading Credential. Pre-req. EDUC 318 or EC 315.

EDUC 381 Human Relations and Cultural Diversity (3) Race [Online](#) This course provides opportunities for students to analyze the socio-cultural dimension that impacts the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (including immigration). Students will also examine stereotypes, prejudice, discrimination and differing value systems in an attempt to better understand the social and cultural behaviors and ethnic characteristics of several ethnicities, including (but not limited to) Native American, African American, Asian American, and Hispanic. Major goals of the course will be to provide educators with strategies for creating learning environments that contribute to positive human relationships and processes for incorporating multicultural education into their own educational environments. Pre-req. Admission to Teacher Education.

EDUC 390 Special Needs in an Inclusive Environment (3) Odden [Online](#) This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, mental retardation, physical handicaps, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Pre-req. Admission to Teacher Education and Junior Standing.

EDUC 422 Learning Theory & Evaluation (3) Anderson [Online](#) This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management. The theories will help students identify a range of tools for planning, instruction and evaluation, beginning with the identification of learning goals, the subsequent diagnosis of diverse student needs, provision for effective instruction with feedback, critique and creation of evaluation methods and use of assessment results to improve teaching as well as learning. Specific topics addressed also include classroom management, educational diagnosis, assessment and interpretation, and practical applications. Pre-req. PSYC 111 and Junior standing.

EDUC 426 Reading In The Content Area (3) Sorteberg [Online](#) Cross-listed with ENGL 426. The focus of the course is on development of instructional strategies to teach reading and comprehension in all secondary majors. It includes the basic principles of developmental reading theory and practice while focusing on diverse learners and learning styles. Participation in teaching demonstrations support the student's use of teaching strategies. This course emphasizes reflective teaching practice and the commitment to varying teaching methods and assessment approaches for content area teachers. This course is required for all secondary education majors. The course is required for the North Dakota Reading Credential. Pre-req. Junior standing.

EDUC 430 Foundations Of The Middle School (2) Race [Online](#) This course will explore the fundamental principles upon which the middle school is founded. Some of the topics to be covered include: the history of the Junior High Movement; the history of the Middle School Movement; creation of appropriate learning environments; and consideration of various program designs to accommodate the developmental dynamics of learners aged ten to fourteen. Pre-req. None.

EDUC 435 Middle School Methods & Materials (3) Carl [Online](#) This course is designed to provide opportunities for middle level educators to develop a wide repertoire of general teaching methods which will meet the needs of ten to fourteen year olds to grow intellectually while being encouraged to enhance their curiosity. The middle level educator will learn when and how to use a variety of appropriate research-based teaching methods and selected thematic teaching units in order to make the curriculum an ongoing set of activities which promote continued, sequential learning and organized knowledge. Pre-req. None.

IMPORTANT 8-WEEK CLASS INFORMATION:

Last day to add a class 5-30-14
Last day to drop without a "W" 5-30-14
Last day for 100% refund 5-30-14
Last day to drop a class 7-2-14

EDUC 480 General Methods

Secondary Educators (2) Anderson **Online** This methods course prepares teaching candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design for learning and authentic literacy. Candidates will: write a preliminary philosophy of education, learn to craft effective lessons, design varied instruction, conduct formative assessment, and respond to needs in order to promote positive student outcomes, meet standards and support the development of 21st Century Skills. Course readings will examine how to create a content-rich curriculum that links knowledge with thinking. Opportunities to design and experiment with instruction will be embedded. Pre-req. Admission to Teacher Education.

ENGL 317 Children's Literature (3)

Sorteberg **Online** Cross-listed with EDUC 317 and LMIS 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-req. Sophomore standing.

ENGL 426 Reading in the Content Area

(3) Sorteberg **Online** Cross-listed with EDUC 426. The focus of the course is on development of instructional strategies to teach reading and comprehension in all secondary majors. It includes the basic principles of developmental reading theory and practice while focusing on diverse learners and learning styles. Participation in teaching demonstrations support the student's use of teaching strategies. This course emphasizes reflective teaching practice and the commitment to varying teaching methods and assessment approaches for content area teachers. This course is required for all secondary education majors. The course is required for the North Dakota Reading Credential. Pre-req. Junior standing.

HPER 207 Prevention & Care Of

Injuries (3) O'Brien **MTWRF 10:00AM-11:20AM FH103** AA 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. Pre-req. BIOL 111 or BIOL 150, BIOL 220.

HPER 222 Nutrition (3) Moen **Online**

Study the basic principles of nutrition and current nutritional facts. Examination will also include meeting nutritional needs in society and throughout the lifecycle. Pre-req. None.

HPER 340 Modern Issues & Materials

In Health (3) Moen **Online** 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. Pre-req. HPER 217.

HPER 368 Principles of Conditioning

(3) Moen **Online** Study the techniques of strength training and conditioning. Emphasis on program design and implementation for general, athletic, and special populations.

LMIS 317 Children's Literature (3)

Sorteberg **Online** Cross-listed with ENGL 317 and EDUC 317. A survey of children's literature past and present. Related topics such as selection and evaluation of materials, the needs and interests of children, and the development of literature appreciation in children are also included. The course includes a clinical experience with preschool children. Students review literature related to diversity (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation). Students complete online research to assist them in creating cultural units to infuse diversity and literature across the curriculum. Pre-req. Sophomore standing.

PSYC 280 Group Dynamics (3) Bennett

Online This is a course designed to improve the student's understanding of the nature of group behavior and the techniques of group leadership in a variety of groups including diverse as well as homogeneous groups. The course contains units on principles of group dynamics, nature of leadership, discussion groups, committee procedures, formal meetings, and devices for stimulating group participation. Pre-req. PSYC 111.

PSYC 330 Behavior Modification and Therapy (3) Bennett **Online**

Presents and discusses theory and practice in the application of operant and classical conditioning procedures to humans, both children and adults, in applied settings. Pre-req. PSYC 111.

PSYC 422 Learning Theory and Evaluation (3) Anderson **Online**

Cross-listed with EDUC 422. This course is designed to study how students learn; explore methods of classroom management/discipline strategies, study areas of educational diagnosis and assessment; study the interpretation of standardized tests; review good test writing strategies with practical application and study grading methods and rubrics including electronic grading systems. This course will also address the issues of testing and test interpretation with diverse student populations. Pre-req. PSYC 111 and junior standing.



Ten-Week Session May 27-August 1 On campus and Online

ACCT 200 Elements Of Accounting I (3) Levitt [Online](#) This course introduces the accounting cycle as it applies to service and merchandising entities. Proprietorships, partnerships, and corporate ownership structures are considered. Pre-req. or Co-req. CIS 114.

ACCT 360 Accounting Systems (2) Levitt [Online](#) Review of the accounting cycle, completion of manual and computerized practice sets, using software such as QuickBooks or Microsoft Dynamics, review of internal control, and the interface of accounting and financial reporting. Pre-req. ACCT 201. F, S; SS online.

BIOL 150 General Biology I (3) Sletten [Online](#) Selected principles of biology with emphasis on processes, to include cell structure and chemistry, cellular respiration, photosynthesis, homeostasis, genetics, and protein synthesis. Three hours of lecture per week. Pre-req. None. Co-req. BIOL 150L.

BIOL 220 Anatomy & Physiology I (3) J. Mehus [Online](#) Three hours lecture 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 which will be considered include cellular anatomy and metabolism, the organization of cells into tissues, and the integumentary, skeletal and joint, muscular, nervous, and somatic and special senses. Pre-req. None. BIOL 111 or BIOL 150 or equivalent and CHEM 121 are recommended. Co-req. BIOL 220L.

BIOL 221 Anatomy & Physiology II (3) J Mehus [Online](#) Three hours lecture 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 considered include the endocrine, blood and cardiovascular, lymphatic, digestive, nutrition, respiratory, urinary and electrolytes, and reproductive systems.. Elements of development and growth, and of human genetics will also be considered. Pre-req. None. BIOL 111 or BIOL 150 or equivalent, BIOL 220/220L, and CHEM 121 are recommended.

BIOL 150L General Biology I Lab (1) Sletten [Online](#) Laboratory exercises designed to explore proper lab technique, cell structure and chemistry, cellular respiration, photosynthesis, homeostasis, genetics, and protein synthesis. Two hours of lab per week. Pre-req. None. Co-req. BIOL 150.

BIOL 220L Anatomy & Physiology Lab I (1) J Mehus [Online](#) Two hours of lab per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 220. Possible materials include activities related to cellular structure and metabolism, micro- and macroscopic observations and interpretations of cellular, tissue, integument, skeletal, muscular, nervous system structures and tissues, and dissection of animal specimens. Activities related to the study of physiology are also included. Co-req. BIOL 220.

BIOL 221L Anatomy & Physiology Lab II (1) J Mehus [Online](#) Two hours lab per week. Laboratory topics to be covered are designed to complement the materials studied in BIOL 221. Possible materials include activities related to the endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems. Microscopic specimens will be examined as appropriate. Animal specimens will be dissected and activities related to the study of human physiology are also included. Co-req. BIOL 221.

BUSN 323 Managerial Finance (3) Olson [Online](#) An introduction to business finance. Included topics are financial analysis and planning, working capital management, the capital budgeting process, and long-term financing. Pre-req. ACCT 201, BOTE 347.

BUSN 497S Internship (10) Henrickson - [NA](#) The student is given an opportunity to work closely with management in an on-the-job training basis. The manager guides the student through all levels and departments in a business, familiarizing the intern with all aspects of the business. The Internship Program is dependent upon the availability of employer sites. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. Pre-req. consent of division internship supervisor. S/U grading only.

CIS 497S Internship (10) Henrickson - [NA](#) The student is given the opportunity to work in an application-programming environment through on-the-job training. The host site supplies a supervisor who works closely with the student for a one-semester experience, which represents a full academic load. The co-op experience is dependent upon the availability of internship sites and the academic advisor's consent. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five internship credits per semester are allowed. S/U grading.

COMM 110 Fundamentals Of Public Speaking (3) Ressler [Online](#) This course focuses on the theory and practice of discussing, informing, persuading, and entertaining in a public speaking context, with appropriate use of graphic presentation software and other current technologies and includes a section on electronic communication. This general education course prepares the student for active participation in oral and electronic communication not only in the classroom, but also as a member of the community. Pre-req. None.

IMPORTANT 10-WEEK CLASS INFORMATION:

Last day to add a class 6-1-14
Last day to drop without a "W" 6-1-14
Last day for 100% refund 6-1-14
Last day to drop a class 7-13-14



Ten-Week Session May 27-August 1 On campus and Online

EC 313 Language & Literacy in ECE

(3) Enger [Online](#) A continuation of EC 333, this course explores Language Arts in Pre-K 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 regard 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. Pre-req. EC 333.

EDUC 497 Special Needs Internship

(12) Anderson - [NA](#) This internship is an off-campus, faculty-approved work experience related to the student's major course of study. Students pursuing the Special Needs Generalist minor, Studies in Education major, and other major/minors as appropriate, will need to complete this internship with a letter grade. The transcript notation will designate the specific internship. Special Needs Generalist students must successfully complete a minimum of 30 clock hours. Pre-req. 2.75 cumulative institutional/transfer grade point average, and approval of the division. Letter grade.

ENGL 110 College Composition I

(3) Brudvik [Online](#) A mature writing style exhibits variety in sentence structure and length, well-analyzed topics, effective transitions, resourceful use of modes of development and rhetorical moves appropriate for a given audience, and deployment of appropriate evidence derived from personal experience and/or credible authorities. English 110 equips freshman-level writers with the ability to write thematically coherent personal narratives couched in effective style, analytical responses to essays and/or imaginative works, and several documented papers. Class time is devoted to the process of drafting and revision in consultation with peers, instructor, and/or Writing Center. An introduction to literature is included. Pre-req. Students must score 18 or above on the ACT or equivalent exams or have successfully completed ENGL 100 or equivalent with a grade of "C" or higher in order to register for this class.

ENGL 120 College Composition II

(3) Hastings [Online](#) During their university careers, students are expected to write documented papers for a variety of classes and purposes. Accordingly, English 120 requires students to write substantial documented papers that skillfully deploy evidence from credible sources in support of a clear thesis and that exhibit control of structure and tone. To this end each student will write an analytical paper on a literary or historical work that is read and discussed by the class, but the course includes research writing on a topic chosen by the student and approved by the instructor. Class time is devoted to the process of drafting and revision in consultation with peers, instructor, and/or Writing Center. Pre-req. Successful completion of ENGL 110.

ENGL 392 Advanced Composition

(3) Kunz - [NA](#) Advanced composition focuses on scholarly writing and critical/theoretical readings in composition. 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.

HPER 100 Concepts Of Fitness &

Wellness **(2)** O'Brien [Online](#) A course designed to introduce the concepts of overall wellness to students of all ages. The course will be focused mainly on the different aspects of physical fitness and the interrelationship with the other facets of wellness. Students will have the opportunity to self-evaluate their fitness, design a program of fitness with specific guidelines, and try different methods of developing and improving their health. One-and-one-half-hours of lecture and one hour of laboratory per week. Pre-req. None.

HPER 217 Personal & Community

Health **(2)** Parker [Online](#) Study of personal health over the life span to include emotional and mental health, the effects of substance abuse on emotional, physical, and social health, the physical and emotional aspects of human sexuality, and study of community and environmental health. Pre-req. None.

HPER 315 Movement Education in Early Childhood

(2) Mark [Online](#) 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. Pre-req. EC 210 and EC 211 or EDUC 210 and EDUC 211 for education majors. No Pre-req. for HPER majors/minors.

HPER 321 Fundamentals of Coaching

(2) Schlieve [Online](#) 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, ethics and more. The values that students need on the playing field and in life will be stressed. National Federation of High School testing and certification will be completed in this class. This course is designed to meet the North Dakota State Activities Association requirements for a coaching permit.



Ten-Week Session May 27-August 1 On campus and Online

HPER 333 Physical Education For the Exceptional Child (2) Pena [Online](#)
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. Pre-req. Junior standing.

HPER 350 Motor Learning (2) Nelson [Online](#)
A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning. Pre-req. Sophomore standing.

HPER 360 Sport and Exercise Psychology (2) Johnson [Online](#)
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 motor factors.

HPER 369 Principles of Sports Management (3) Johnson [Online](#)
This course will allow students to look at the management side of the diverse and expanding field of sport and recreation. The course is designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students will examine applications of managerial concepts and processes, and the ways in which organizations interact with each other and with other governing bodies.

HPER 380 Sport Sociology (2) VandeVeen [Online](#)
Surveys that principles that underlie the social structure and processes that create and transform the function of sports in American culture, with the focus on the contemporary scene.

HPER 440 Organization and Administration Of Physical Education and Athletics (2) Schlieve [Online](#)
Policies, procedures, and problems in administration of physical education/athletics at the elementary and secondary levels. Both curricular and extracurricular aspects will be considered. Pre-req. Junior standing.

HPER 442 Field Experience & Practicum (2) Schlieve
Arrangements to include teaching and/or coaching experience with elementary and secondary programs, for Physical Education and Coaching majors/minors. Practicum assignments with various recreation, fitness, and/or intramural programs are available for students interested in a related non-teaching career. The coaching minor requires two semester hours of field experience. Two semester hours of credit is worth eighty (80) clock hours. Pre-req. None.

HPER 443 Adapted Physical Education Practicum Gr Pre-K-6 (1) Pena [Online](#)
Field experience will consist of working with individuals with disabilities in Pre-K-6. Students will complete 40 hours of practicum experience. Pre-req. None.

HPER 444 Adapted Physical Education Practicum Gr 7-12 (1) Pena [Online](#)
Field experience will consist of working with individuals with disabilities in grades 7-12. Students will complete 40 hours of practicum experience. Pre-req. None.

HPER 476S Comprehensive Review/Exam (1) Parker
Health, Physical Education, Sports Management, and Fitness and Wellness majors are required to satisfactorily pass a comprehensive examination. This course is designed to provide a comprehensive review of material that will be covered on the exit examination and will provide documentation for the completion of this graduation requirement. S/U grading only.

HPER 497S Internship (10) Johnson
An off-campus work experience related to the student's major or minor course of study. Credit hours are determined by the Health, Physical Education and Recreation faculty and are based on the relevancy of the work assignment. The Sports Management Major requires 2-4 credits (100 hours of work experience per credit). The Fitness and Wellness Major requires 3 credits (300 hours) of supervised field work in a professional setting. If a student is a double major in Fitness & Wellness and Sports Management, A total of 4 credits needs to be completed. Pre-req. Junior or senior standing, consent of instructor. S/U grading.

HUM 221 History of of Art in the Multicultural World (3) Johnson [Online](#)
History of Art in a Multicultural World is a humanities course intended to promote an understanding of both history and art through discussion and study of artistic structural elements, methodologies, artists, patrons, and historically significant art works. The survey of art from 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 250 Introduction to Libraries and Information Science (3) Kornkven [Online](#)
Survey of communication theory, web resources and evaluation, plagiarism and copyright issues, information literacy, and the historical and technical aspects of libraries. Students will practice library procedures with a special emphasis on emerging technologies.

IMPORTANT 10-WEEK CLASS INFORMATION:

Last day to add a class 6-1-14
Last day to drop without a "W" 6-1-14
Last day for 100% refund 6-1-14
Last day to drop a class 7-13-14

Ten-Week Session May 27-August 1 On campus and Online

LMIS 360 Media Collection

Development (3) Kornkven [Online](#)

Covers basic principles of and practice in evaluation, selection of materials for diverse populations, and weeding of library materials in all formats, the use of aids in selection and weeding, and the development of policies about the collections.

LMIS 365 Organization of Information

(3) Madler [Online](#) Introducing the principles of organizing library materials, this course provides practice in the use of descriptive cataloging, subject classification, MARC format, and library automation.

LMIS 430 Administration of the School Library Media Center (3)

Madler [Online](#) A study of the objectives and functions of a school library media center and the principles of management. Practice in establishing policies and procedures and in promoting information literacy. Students are encouraged to take LMIS 250, LMIS 360, and LMIS 365 prior to taking this course.

MATH 277 Math For Elementary Teachers (3)

Townsend [Online](#) A mathematics content course for prospective elementary school teachers. Topics include problem solving, numeration systems, real numbers, number theory, geometry, probability, statistics, and algebra. Math manipulatives are used in the course. Pre-req. MATH 103 or equivalent.

PSYC 111 Introduction To Psychology (3)

Bennett [Online](#) This is an introductory survey of the basic approaches and concepts used to explore the diversity of human experience, development, and behavior, including important research in the area and application of everyday life. Pre-req. None.

PSYC 497S Internship (10)

Bennett An off-campus, faculty-approved work experience related to the student's major or minor course of study. This experience must have the approval of the instructor. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. Course may be repeated depending on the availability of work sites and the quality of the experience. Students are strongly encouraged to work in settings with diverse populations. Pre-req. junior or senior standing, completion of at least 3/4 of the major/minor requirements, cumulative grade point average of 2.50 and a 3.00 grade point average in the major/minor program, and consent of the instructor. S/U grading.

SPAN 101 First Year Spanish I (4)

Rygg [Online](#) 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. Pre-req. None.

SPAN 102 First Year Spanish II (4)

Rygg [Online](#) Continuation of SPAN 101. Pre-req. SPAN 101.

SPAN 201 Second Year Spanish I (4)

Rygg [Online](#) Continued practice and review of the fundamentals of listening, speaking, reading, and writing. Classroom emphasis on oral skills, as well as increased outside readings of Spanish texts. Pre-req. SPAN 102 or instructor approval. On campus, on demand.

SPAN 202 Second Year Spanish II (4)

Rygg [Online](#) Continuation of SPAN 201. Pre-req. SPAN 201.





Four-Week Session May 27-June 21 Online

CIS 112 Introduction To Word Processing (1) Nordine [Online](#) A hands-on course in the use of basic word processing software. Student will demonstrate a required level of proficiency in the following skill sets: managing files; creating and editing text, paragraphs, and documents; and creating tables, pictures, and charts. Pre-req. Experience with input devices, Windows environment, and file management.

CIS 118 Introduction To Presentation Graphics (1) Nordine [Online](#) A hands-on course in the use of basic presentation graphics software. Student will demonstrate a required level of proficiency in the following skill sets: creating a presentation, modifying a presentation, working with text, working with visual elements, customizing a presentation, creating output, delivering a presentation, and managing files. Pre-req. Experience with input devices, Windows environment, and file management.

CIS 200 Computers In Society (1) Nordine [Online](#) An introductory computer literacy course that presents the history, present state, and future role of computers in our society. It will introduce the history of computers, basic software and hardware terminology, social and ethical issues, privacy and security concerns, health and environmental issues, the Internet, and an introduction to future and emerging technologies.

**IMPORTANT FIRST 4-WEEK
CLASS INFORMATION:**

Last day to add a class 5-28-14

Last day at drop without a "W" 5-28-14

Last day for 100% refund 5-28-14

Last day to drop a class 6-13-14





Four-Week Session June 23-July 21 On campus and Online

CIS 114 Introduction to Spreadsheet Applications (1) Arnegard **Online** A hands-on course in the use of basic spreadsheet application software. Student will demonstrate a required level of proficiency in the following skill sets: managing files, working with cells, formatting worksheets, page setup and printing, working with worksheets and workbooks, working with formulas and functions, and using charts and objects. Pre-req. Experience with input devices, Windows environment, and file management.

CIS 116 Introduction To Database Applications (1) Arnegard **Online** A hands-on course in the use of basic database application software. Student will demonstrate a required level of proficiency in the following skill sets: planning and designing basic databases, working with Access software, building and modifying tables, building and modifying forms, viewing and organizing information, defining relationships, producing reports, integrating with other applications, and using Access tools. Pre-req. Experience with input devices, Windows environment, and file management.

CIS 116 Introduction To Database Applications (1) Nelson **Online** A hands-on course in the use of basic database application software. Student will demonstrate a required level of proficiency in the following skill sets: planning and designing basic databases, working with Access software, building and modifying tables, building and modifying forms, viewing and organizing information, defining relationships, producing reports, integrating with other applications, and using Access tools. Pre-req. Experience with input devices, Windows environment, and file management.

HPER 485 Summer Camp Leadership (2) Schlieve This is an opportunity for in-depth work with an on campus summer camp in the area of your choice. This is a pre-professional experience in a summer camp setting. Such experiences include observing and participating in all aspects of the coordination of the summer camp and anything associated with the promotion of the camp or school as it relates to the summer camp. The student will be involved with the following: addressing issues arising at the camp, ethical considerations, problem-solving, decision-making, leadership, and communication. Students will work with a coach or HPER faculty member to select an approved experience, and are required to work out the details with the camp coordinator. All summer camp coordination experiences must meet standards of the HPER Division and Mayville State University.

IMPORTANT SECOND 4-WEEK CLASS INFORMATION:

Last day to add a class 6-24-14
Last day to drop without a "W" 6-24-14
Last day for 100% refund 6-24-14
Last day to drop a class 7-12-14





Academic Calendar

- April 1 Registration begins for summer courses
- May 26 Holiday observed – no classes
- May 27 8-week and 10-week session courses begin
- May 27 6-week session courses begin
- May 27 First 4-week session courses begin
- May 28 Last day to register/add for first 4-week session
- May 28 Last day for no-record drop @ 100% for first 4-week session
- May 29 Last day to register/add courses for 6-week session
- May 29 Last day for no-record drop @ 100% for 6-week session
- May 30 Last day to register/add courses for 8-week session
- May 30 Last day for no-record drop @ 100% for 8-week session
- June 1 Last day to register/add courses for 10-week session
- June 1 Last day for no-record drop @ 100% for 10-week session
- June 4 Summer Financial Aid disbursed
- June 4 Payment of fees for summer
- June 13 Last day to drop a class/withdraw for first 4-week session
- June 21 Final Exams for first 4-week session
- June 23 second 4-week session courses begin
- June 24 Last day to register/add courses for second 4-week session
- June 24 Last day for no-record drop @ 100% for second 4-week session
- June 24 Last day to drop a class/withdraw for 6-week session
- July 2 Last day to drop a class/withdraw for 8-week session
- July 4 Holiday observed—no classes
- July 7 Final exams for 6-week session
- July 12 Last day to drop a class/withdraw for second 4-week session
- July 13 Last day to drop a class/withdraw for 10-week session
- June 19 Final exams for 8-week session
- July 21 Final exams for second 4-week session
- August 1 Final exams for 10-week session

Students registering for Fast Track/Mini Sessions will have a maximum of one day to drop the class. No refunds will be granted after the first day of class.

*For drop dates that fall on a Saturday or Sunday, an email to Records@mayvillestate.edu with that date will be accepted.

Summer office hours are Monday through Friday from 7:30 am. to 4:00 p.m.

Click here to access [Campus Connection](#) for internet access to class registration, class schedules, grades, fee statements, and financial aid award statement.



Student Information

Tuition and Fees

Tuition for all summer courses are charged per credit. Subject to change without notice.

On-Campus Courses

Residency.....	Per Credit
North Dakota	\$258.07
Minnesota.....	\$278.85
MT, SD, MB, SK, MHEC.....	\$304.78
All other States/Provinces	\$351.50
International.....	\$570.11

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

Online Courses and Courses at distance sites

\$265 per credit *

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

Financial Aid

Students enrolled in six (6) or more credits may be eligible for Student Financial Aid. In order to receive consideration, each student must have on file a completed 2013-2014 Free Application for Federal Student Aid (FAFSA) and an MSU Summer Supplement Financial Aid Application. These forms are available at www.fafsa.ed.gov and www.mayvillestate.edu/prospective-students/paying-school/financial-aid/documents/forms/. Early application is recommended by May 31, 2014. Notices and directions for summer financial aid will be sent by email to all students beginning in April. 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.

Housing/Residence Hall

Residence Halls are available during the summer session at the following rates:

Berg Hall Single:

Full summer\$1,000 Per Week \$100

Berg Hall Double:

Full summer.....\$750 Per Week \$75

If you plan to stay in a residence hall, you will need to complete a Housing Application and pay a \$30 non-refundable reservation fee.

Make arrangements for check-in times through the Student Life Office at student.life@mayvillestate.edu or 701-788-4697 or 701-788-4822

Dining Services

The Mayville State Dining Services is located in the Campus Center. The Comets Landing Snack Bar will serve a variety of food from May 28 through July 8 from 8:00 a.m. to 2:00 p.m.



Academic Information

High School Sophomores and Juniors

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

Information regarding dual credit may be obtained from your high school principal.

Kindergarten Endorsement

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

- EC 210 - Introduction to ECE (3)
- EC 211 - Observation, Assessment and Interpretation Techniques (3)
- EC 313 - Language/Literacy in ECE (3)
- EC 337 - Special Needs in ECE (3)
- EDUC 436 - Kindergarten Methods (2)

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

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

Middle School Endorsement

Courses are available for a Middle School endorsement. All courses will be offered online during Summer Session 2014.

- EDUC 426—Reading in the Content Area (3)
- EDUC 430—Foundations of the Middle School (3)
- EDUC 435—Middle School Methods and Materials (3)

Reading Credential

Students may work for the North Dakota Reading Credential that is required for all remedial reading teachers. This credential is offered completely online with classes available this summer session.

The following applicable courses are offered online during Summer Session:

- EDUC 350 - Remedial Reading (3)
- ENGL 426 - Reading in the Content Area (3)

The following applicable course is available online during Fall and Spring semesters:

- EDUC 351 - Remedial Reading Practicum (2)



How to apply and register

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

Pre-registration will begin on **April 1, 2014**. Registration for courses will continue until the beginning of each session. Courses require a minimum number of pre-registered students. Any course may be cancelled due to low enrollment. Students will be informed of any cancellation affecting their enrollment before the beginning of the class.

Extended Learning Course Registration

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

To register for BIOL 220/220L or BIOL 221/221L (Anatomy & Physiology) go to www.mayvillestate.edu and under Academics click on "Extended Learning", then on "Schedule and Registration Information".

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

For more information call 1-800-437-4104

Admissions and Extended Learning

Office of Extended Learning, ext. 34763
ExtendedLearning@mayvillestate.edu

Financial Aid

Financial Aid, ext. 34893
Fin_Aid@mayvillestate.edu

Housing

Campus Programming, ext. 34697

Registration

Office of Academic Records, ext. 34774
records@mayvillestate.edu



OFFICE OF ACADEMIC AFFAIRS

330 Third Street NE
Mayville, ND 58257

800.437.4104 • MayvilleState.edu

