



Welcome to MSU-Northern

Extended University

COURSES ON CD:

EDUC 1391/1591 Behavior Is Language

Strategies for Managing Disruptive Behavior©

Mick Jackson, Instructor – 2 semester credits

This course is designed to give the learner a new perspective on student behavior and effective tools to facilitate positive student change. This course provides a developmental framework to help the learner understand what students are trying to communicate through the "language" of their behavior. Topics covered include behavioral techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control, reduce educator workload, and help prevent burnout. After successfully completing this course, the educator and his/her students will be better equipped to find and implement creative, effective solutions to behavioral problems.

EDUC 1391/1591 Attention Deficit Disorder

Information & Interventions for Effective Teaching©

Mick Jackson, Instructor – 2 semester credits

This course will help the learner achieve a better understanding of ADD and intervention strategies to facilitate positive student change. This course covers the history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications, and strategies that are currently used to treat it. For situations in which services beyond what can be provided in the classroom are required, the referral process for getting help for the student will be addressed. Reference materials include a list of resources for both teachers and parents who would like more help or information about ADD or ADHD.

EDUC 1391/1591 Violence in Schools

Identification, Prevention & Intervention Strategies©

Michael Sedler, Instructor – 2 semester credits

This course is designed to give participants an understanding of school violence and increase intervention strategies. The course provides an overview of vio-

lence and the motivational purposes behind aggression. The correlation and impact of the media, community, and family upon violence is investigated. The learner will gain an understanding of identification and intervention approaches to working with out-of-control behaviors. In addition, information about the national resources available for both parents and teachers is covered. Upon successful completion of this course, participants will have a better understanding of violence and the motivations behind its use, as well as specific strategies to minimize the occurrence of violence in the school and community.

EDUC 1391/1591 Child Abuse

Working with Abused & Neglected Children©

Joan Halverstadt, Instructor – 2 semester credits

Designed to help the learner identify and effectively teach students affected by child abuse and/or neglect, this course covers how to recognize the signs of physical, emotional, and sexual abuse, and physical and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major emphasis in this course is to help the participant understand the special learning needs of abused or neglected children and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

Note: This course meets the child abuse and neglect educational requirement in most states. It is the responsibility of the student to verify the course content with your specific state professional licensing agency to ensure proper credit.

EDUC 1391/1591 Educational Assessment

Assessing Student Learning in the Classroom©

A.N. (Bob) Pillay, Instructor – 2 semester credits

This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals and implement





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meaningful instructional strategies for effective learning by students with special needs. The focus of the course is on assessment for instructional programming and will outline procedures for designing or selecting, administering and interpreting a variety of informal assessment measures typically used in schools. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed.

EDUC 1391/1591 Advanced Classroom Management

Children as Change Agents©

Mick Jackson, Instructor – 2 semester credits

Geared primarily for professionals (e.g., regular or special educators, instructional assistants, school psychologist, counselors) serving children and youths presenting behavior problems in the school or community, this course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric “social skills”) with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course (Behavior is Language or Child Abuse) to learn the basic terms and concepts of behavior management prior to taking this advanced course.

EDUC 1391/1591 Inclusion

Working with Students with Special Needs in General Education Classrooms©

Florah Luseno, Instructor – 2 semester credits

This course is designed to help special and general educators gain a better understanding of inclusion, one of the current educational reform movements that advocates educating students with disabilities in the general education classrooms. Upon course completion, the learner will be able to define key concepts and terms, identify and describe federal legislature and court cases, and list and describe the federal definition of students entitled to special services. This

course will also discuss the roles and responsibilities of educators in providing special services to students educated in inclusive classrooms.

EDUC 1391/1591 Understanding Aggression

Coping with Aggressive Behavior in the Classroom©

Michael Sedler, Instructor – 3 semester credits

This course includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and "hot spots" that tend to breed aggression and violence. It is designed to help school personnel become more aware of the causes of aggression and ways to evaluate it and intervene before it turns to violence in the schools. The course also discusses aggression in our communities through driving, dating, sports, television, music and how these issues are dealt with in modern society.

EDUC 1391/1591 Traumatized Child

The Effects of Stress, Trauma & Violence on Student Learning©

Joan Halverstadt, Instructor – 2 semester credits

This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short and long term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes will be reviewed. The dynamics of domestic violence and community violence are also discussed as well as the educator's role in the intervention and prevention of violence.

EDUC 1391/1591 Talented & Gifted

Working with High Achievers©

Pamela Bernards, Instructor – 2 semester credits

This course provides information on the history of exceptional students in relation to education, current





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law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives the learner an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents who would like more information about the talented and gifted.

EDUC 1391/1591 Autism & Asperger's Disorder

Information & Effective Intervention Strategies

Marrea Winnega, Instructor – 2 semester credits

This course describes Autism and Asperger's Disorder to include characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. The course helps the learner make sense out of why individuals with Autism spectrum disorders behave the way they do and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who want more help or information on Autism and Asperger's Disorder.

EDUC 1391/1591 Infant & Toddler Mental Health

Issues & Information for Educators©

Aumony Dahl, Instructor – 2 semester credits

This course will provide information on such issues as definition, best practice methods, attachment, temperament, and infant and toddler curriculum. The subject areas are sequential and, although it is not required, they should be completed in the order in which they are presented in the program. After completing the course you should have the *basic* framework for understanding the critical role of infant and toddler mental health, as well as developmental knowledge of children from birth to thirty-six months.

EDUC 1391/1591 Early Childhood

Family-Centered Services©

Aumony Dahl, Instructor – 2 semester credits

Family-centered service is an approach to service delivery that grew out of family preservation attempts in the mid-seventies to prevent out-of-home placements of minors. Since then, family-centered services has expanded from a particular type of service to an overall philosophy for the delivery of services to families. FCS currently includes a wide range of programs from *family support* prevention services to *family preservation*, for families who are dealing with extremely difficult situations.

EDUC 1391/1591 Early Childhood

Observation & Assessment©

Darcie Donegan, Instructor – 3 semester credits

This course is designed to help educators, paraprofessionals and child caregivers observe and assess various aspects of children's development and programs. The why, when, where, what and how of conducting appropriate observations and authentic assessments will be covered. Participants will gain techniques for organizing, analyzing and interpreting observation data. This course will teach how to apply assessment information to improve program quality and to best meet the needs of individual children.

EDUC 1391/1591 Early Childhood

Program Planning©

Aumony Dahl, Instructor – 3 semester credits

The course will discuss numerous considerations for planning and implementing a comprehensive, research-based curriculum for young children. We will also discuss what curriculum is and identify guidelines presented by the National Association for the Education of Young Children (NAEYC) for appropriate curriculum for young children through eight years of age. We will take an overall look at the basic steps for creating an appropriate curriculum, planning a daily schedule, and creating lesson plans and activities for early childhood programs.





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EDUC 1391/1591 Early Childhood

Typical & Atypical Development©

Darcie Donegan, Instructor – 3 semester credits

We will examine the historical roots and methods of child study, major psychological theories, and developmental principles and definitions. We will study child development chronologically beginning with conception and growth before birth. Next, we consider the special characteristics and needs of the newly delivered baby, including common developmental variations. Next, we will focus on toddlers. Chapter four discusses early childhood, called *the magic years* (Fraiberg, 1959), of children 3-6 years old.

EDUC 1391/1591 Harassment, Bullying & Cyber-Intimidation in Schools

Candyce Reynolds, Instructor – 2 semester credits

This course will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

EDUC 1391/1591 Teaching Elementary Math Conceptually

A New Paradigm©

Kim Chappell, Instructor – 2 semester credits

This course is designed to expand your methodology for teaching Mathematics. The course will explore an innovative teaching model that incorporates strategies for teaching concepts constructively and contextually. The goal is for you to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners. This course will focus on the topics of number sense, basic operations, and fractions.

EDUC 1391/1591 Why DI?:

An Introduction to Differentiated Instruction©

Steve Dahl, Instructor – 3 semester credits

This course is an interactive computer-based instruction course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. In this course you will learn what is meant by Differentiated Instruction (DI) and the common myths associated with creating the differentiated classroom. We will discuss the legal, theoretical, and pedagogical foundations in the field of education that support the utilization of differentiated instructional practices and principles. We will reflect on best practices and national trends in the design of the educational setting to meet the needs of a diverse learning population. *Why DI?: An Introduction to Differentiated Instruction* will also provide connections to a variety of concepts, variables, and resources that will assist practitioners in aligning their own professional practices with those found in the differentiated classroom.

**** These computer-based software courses are designed to run from the compact disc (CD) and saves user data on the hard drive of the Macintosh or Windows computer being used. You need to begin and complete your course on the same computer.**

