

# WORKSHOP & SELECTED COURSE DESCRIPTIONS

## ART

### ART 390-101 FIGURE DRAWING

Norton Pease  
May 11-June 4, Havre  
3 credits, MTWH

This is a studio course that examines the human form as it relates to fine art principles. Utilizing traditional drawing media will be emphasized. The course will utilize a live model that may be nude, at appropriate times.

## BUSINESS

### BUS 290-101 BUSINESS COMMUNICATIONS

Barbara Zuck  
June 11-12, Havre  
1 credit, HF

This course presents a style of business writing that applies research-based principles and information types to an array of business documents. Utilizing a methodology that focuses on the "user" of the document, students will prepare and analyze a variety of business reports.

### BUS 390-101 BUSINESS COMMUNICATIONS

Barbara Zuck  
June 8-July 8, Havre  
3 credits, MTW

This course presents a comprehensive view of the scope and importance of communications for business, emphasizing the composition of letters and memos typically utilized by business, sales and claims correspondence, standard operating procedures, and special situation letters. This course presents a style of business writing that applies research-based principles and information types to an array of business documents. Preparation of business reports and proposals, along with oral, multi-media presentations covering a wide range of business situations, is also included. Prerequisites: Completion of fundamental skills English and Speech requirements.

### BUS 390-901 ORGANIZATIONAL BEHAVIOR

Lanny Wilke  
May 11-July 8  
3 credits, Online

This course examines the complex relationships among individuals, groups, organizations, and society. It emphasizes a dynamic systems approach to understanding and facilitating work relationships through the study of the interaction of individual needs, abilities, and traits with organizational goals and structure.

### BUS 490-901 NOT-FOR-PROFIT GOVERNANCE

Barbara Zuck  
May 11-July 8  
3 credits, Online

This course is designed to provide a comprehensive review of contemporary board governance issues. The course will include

discussion of not-for-profit organization models, board responsibilities and legal liabilities, board organization, board development, board-staff relationships, board role in strategic planning, and board financial management concerns.

### BUS 490-902 MARKETING RESEARCH

Lanny Wilke  
May 11-July 8  
3 credits, Online

This course is intended to introduce the student to marketing research: the effective gathering, development and use of information about markets and their component consumers and competition.

## COMPUTER INFORMATION SYSTEMS

### CIS 285-101 SPREADSHEET

Jay Howland  
June 8-July 8, Havre  
3 credits, T

This class includes theory and applications of spreadsheet software. Also included are advanced features such as programming, web linking, scripting, goal seeking, solver, application integration, list management, complex models, macro implementation, graph creation, and graphic presentation of analyzed data will be covered. Prerequisite: CIS 110 or higher, MATH 110 or higher. **PLEASE NOTE: The class will meet face-to-face on Tuesday evenings from 6:00-8:00 pm. Lectures and other information will be available online.**

## DRAFTING

### DRFT 390/590-101 AUTOCAD UPDATE

Krista Milligan  
June 15-17, Havre  
1 credit, MTW

This hands-on course covers the basic AutoCAD® commands necessary to create, edit and plot a drawing. Fundamental concepts of creating, editing, dimensioning, viewing, managing and plotting two-dimensional drawings with AutoCAD 2009 will be covered, in addition to a special focus on differences between previous versions of AutoCAD and AutoCAD 2009. No previous AutoCAD experience necessary.

### DRFT 390/590-102 AUTOCAD II

Krista Milligan  
July 8-10, Havre  
1 credit, WHF

This hands-on course is a continuation of the *AutoCAD Update* course. It focuses on more advanced features of AutoCAD, such as customizing the command ribbon, scaling through the application of annotation scale, and project management using sheet sets. Previous AutoCAD experience required.

### DRFT 390/590-103 CAD TECHNOLOGIES UPDATE

Autumn Elliott  
July 13-17, Havre  
2 credits, MTWHF

Participants in this hands-on workshop will use AutoCAD, Mastercam, the CNC router, and woodworking tools to build a folding stool. Previous AutoCAD experience required. Previous woodworking experience desired. **Material Fee \$20.**

## EARTH SCIENCE

### ESCI 390/590-101 DINOSAURS

Vickie Clouse  
July 13-August 6, Havre  
4 credits, MTWH

This course will cover the history of paleontology and the evolution, classification, and life history strategies of the major groups of dinosaurs. Basic concepts of geology, plate tectonics, and identifying characteristics of ancient Mesozoic environments will also be covered. Lab exercises will include local field trips and lab identification of Montana dinosaur fossils. Application of the scientific method will be emphasized throughout the course. Dinosaur discoveries from various parts of the world will be discussed, but this course will focus on the abundant and significant dinosaur finds from Montana. An additional dinosaur-related paper or project is required for students taking the course at the graduate (590) level.

## EDUCATION

### EDUC 390/590-101 BEHAVIOR IS LANGUAGE: STRATEGIES FOR MANAGING DISRUPTIVE BEHAVIOR©

Mick Jackson  
June 8-August 6  
2 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.\*\*\*

# WORKSHOP & SELECTED COURSE DESCRIPTIONS

## **EDUC 390/590-102 ATTENTION DEFICIT DISORDER: INFORMATION AND INTERVENTIONS FOR EFFECTIVE TEACHING©**

**Mick Jackson  
June 8-August 6  
2 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 390/590-103 VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION, AND INTERVENTION STRATEGIES©**

**Michael Sedler  
June 8-August 6  
2 credits**

This course is designed to give participants an understanding of school violence and increase intervention strategies. The course provides an overview of violence 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 390/590-104 CHILD ABUSE: WORKING WITH ABUSED AND NEGLECTED CHILDREN©**

**Joan Halverstadt  
June 8-August 6  
2 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 390/590-105 EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM©**

**Bob Pillay  
June 8-August 6  
2 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 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 390/590-106 ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS©**

**Joe Kaplan  
June 8-August 6  
2 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 390/590-107 INCLUSION: WORKING WITH SPECIAL NEEDS STUDENTS IN MAINSTREAM CLASSROOMS©**

**Florah Luseno  
June 8-August 6  
2 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 390/590-108 UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM©**

**Michael Sedler  
June 8-August 6  
3 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 390/590-109 TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA AND VIOLENCE ON STUDENT LEARNING©**

**Joan Halverstadt  
June 8-August 6  
2 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 390/590-110 TALENTED AND GIFTED: WORKING WITH HIGH ACHIEVERS©**

**Karen Lea  
June 8-August 6  
2 credits**

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

# WORKSHOP & SELECTED COURSE DESCRIPTIONS

## **EDUC 390/590-111 AUTISM AND ASPERGER'S DISORDER: INFORMATION AND EFFECTIVE INTERVENTION STRATEGIES©**

**Marrea Winnega  
June 8-August 6  
2 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 390/590-112 INFANT AND TODDLER MENTAL HEALTH: ISSUES AND INFORMATION FOR EDUCATORS©**

**Melissa Bandy  
June 8-August 6  
2 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 390/590-113 EARLY CHILDHOOD: FAMILY-CENTERED SERVICES©**

**Aumony Dahl  
June 8-August 6  
2 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 390/590-114 EARLY CHILDHOOD: OBSERVATION AND ASSESSMENT©**

**Darcie Donegan  
June 8-August 6  
3 credits**

This course is designed to help educators, para-professionals 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 390/590-115 EARLY CHILDHOOD: PROGRAM PLANNING©**

**Aumony Dahl  
June 8-August 6  
3 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.\*\*\*

## **EDUC 390/590-116 EARLY CHILDHOOD: TYPICAL AND ATYPICAL DEVELOPMENT©**

**Darcie Donegan  
June 8-August 6  
3 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.\*\*\*

\*\*\*Instructional method will be computer-based training completed on a Macintosh system with 256 MB of RAM system 9.2 or higher or Windows Operating system with Windows 2000 or newer and 256 MB of RAM. At least 5 MB of available hard drive space is required. A color monitor 15" capable of displaying 800x600 px and a printer connected to your computer is also needed. Registration must be completed by June 8th. All work must be completed by August 6, 2009. Instruction software with instruction package will be sent to students on CD. Cost is \$110 for computer software and instruction package plus tuition fee.

## **EDUC 390/590-117 LOCALIZING MONTANA TEEN DRIVER EDUCATION AND TRAINING CURRICULUM**

**Debbie Cottonware  
June 30-July 1, Havre  
1 credit, TW**

This course gives Montana Traffic Educators the opportunity to review and revise the newly updated Montana Traffic Education Curriculum Guide. Participants will read, review and discuss revisions to the curriculum guide and implications for their local programs. Participants will revise PowerPoint presentations to fit their local curriculums. Participants will also explore and participate in hands-on activities to enhance the curriculum in the high school classroom.

## **EDUC 390/590-118 DIFFERENTIATING INSTRUCTION**

**Darlene Bricker  
June 8-July 8, Havre  
3 credits, MTW**

This course will identify what the literature and research report about differentiating instruction and clarify what it is and what it is not which is critical to understanding the topic. Teachers and Pre-service teachers seeking ways to help all children achieve high standards of learning will learn effective strategies that lend themselves to differentiated instruction. No matter what you are teaching, there are ideas in this course that will help improve your instruction for all students.

## **EDUC 390/590-119 PHONICS AND WORD IDENTIFICATION**

**Darlene Bricker  
June 8-July 8, Havre  
3 credits, MTW**

This course will look at the importance of phonological awareness in an elementary school setting. It will develop the understanding of different ways that oral language can be manipulated and divided into smaller components. At the less complex end of the continuum, strategies will be taught that demonstrate an awareness that speech can be broken down into individual words. At the top of the continuum, phonemic awareness strategies will be taught to demonstrate an understanding that words are made up of individual sounds or phonemes that can be manipulated and that by segmenting, blending, or changing individual phonemes within words, new words are created.

# WORKSHOP & SELECTED COURSE DESCRIPTIONS

**EDUC 390/590-120**  
**MULTIPLE INTELLIGENCES**  
Stacey Dolezal  
June 8-July 8, Havre  
3 credits, MTW

This course will enable educators and pre-educators to understand the characteristics of each intelligence. Diverse strategies will be employed to teach through the intelligence and for integrating multiple intelligences into the curriculum.

**EDUC 390/590-121**  
**EXPLORING WRITING IN ELEMENTARY**  
**EDUCATION**  
Stacey Dolezal  
June 8-July 8, Havre  
3 credits, MTW

This course will prepare educators and pre-educators to understand the elements of writing in elementary grades. It will also provide strategies for employing writing. Some topics covered will include Step-up to Writing, Writer's Workshop, Six Traits of Writing, Writing Across the Curriculum, and Technical Writing.

**EDUC 390/590-122**  
**BASIC LANGUAGE STRUCTURES**  
Deena Miller  
June 18-19, Havre  
1 credit, HF

This workshop brings the basics, fundamentals and essentials of English to an awareness level. Being able to understand the elements of grammar, phrases and sentences in our language makes learning easier.

**EDUC 590-123**  
**LINEAR AND ABSTRACT ALGEBRA**  
**CONNECTIONS FOR THE SECONDARY**  
**CLASSROOM**  
Charles Pollington  
May 28-29, Havre  
1 credit, HF

Both linear algebra and abstract algebra can confound students and teachers alike. Come join me in exploring typical algebra problems from a different point of view. We will use Excel and graphing calculators to explore both of these topics. It may have been a few years since you thought about these subjects, so let me help you reconnect to them and by extension, connect your students to them.

**EDUC 390-401**  
**LINGUISTICS FOR TEACHERS**  
Deena Miller  
July 13-August 6, Great Falls  
3 credits, MTW

This course provides a general introduction to the study of the English language with emphasis on modern linguistic approaches. English pronunciation/sounds (Phonology), Morphology, Etymology, Orthology, Syntax and Semantics will be examined through hands-on examples and projects. Common tools and techniques will be used for a better understanding of the linguistic elements of our English language.

**EDUC 390/590-402**  
**"LET'S LEAVE NO CHILD BEHIND IN THE FUN**  
**OF LEARNING" – MATH GAMES AND**  
**MANIPULATIVES**  
Marni Napierala & Shelly Kelly  
June 18-19, Great Falls  
1 credit, HF

This workshop gives participants the opportunity to explore, create, and manipulate mathematical concepts and strategies. Research shows students go through developmental stages in their mathematical learning, the most important being conceptual development. Teachers must give students this foundation to be able to build the bridges to the other stages of development. This workshop will give teachers the tools needed to facilitate this learning process. The use of manipulatives, games, math literature packs, and hands-on activities as well as the connection between written and oral mathematics will be the focus of this class.

**EDUC 390/590-403**  
**DISCOVER THE POWER OF READING:**  
**INTERACTIVE READING INSTRUCTION**  
Marni Napierala & Shelly Kelly  
June 25-26, Great Falls  
1 credit, HF

Come read with us! Come uncover the power of purposeful reading instruction across grade levels and content areas! According to Walt Whitman, "The process of reading is not a half-sleep, but in the highest sense, an exercise, a gymnast's struggle; that the readers is to do something for him or herself." The effective teacher's role is to guide this struggle, using multiple strategies and providing multiple engaging activities, with the ultimate goal being the emergence of proficient readers. This workshop gives participants the opportunity to explore the five components of reading instruction and understand the power of a think aloud and literature circles.

**EDUC 390/590-404**  
**MANY SPELLINGS FOR DIFFERENT SOUNDS**  
Deena Miller  
June 25-26, Great Falls  
1 credit, HF

This workshop takes an in-depth look at vowel teams and r-controlled syllable types through the study of phonemes and graphemes and the realization that sounds can have many spellings.

**EDUC 390/590-405**  
**DRUGS, ALCOHOL & DUI**  
Steve Baiamonte  
June 29-July 1, Great Falls  
2 credits, MTW

This workshop will cover current statutes dealing with Driving Under the Influence of Alcohol and Drugs, as well as related statutes such as underage drinking, open container, and negligent vehicular homicide. History and theory of field sobriety testing, pharmacology and toxicology of alcohol, and commonly abused drugs will be covered. Practical exercises will include a tour of a DUI facility. Instructor is a current law enforcement officer.

**EDUC 390/590-406**  
**CRASH DYNAMICS FOR TRAFFIC EDUCATORS**  
Steve Baiamonte  
July 6-8, Great Falls  
2 credits, MTW

This workshop will examine the forces involved in motor vehicle crashes, including mechanisms of injury to persons and vehicles. A complete review of applicable State statutes will also be included along with practical exercises. This workshop will involve the practical application of physics and mathematics. Participants will gain a good understanding of the dynamics of car crashes and will obtain information for use in relevant lesson plans. The instructor is a current law enforcement officer who has 15 years of experience and over 350 hours of formal training as a Crash Reconstructionist.

## ENGLISH

**ENGL 309-901**  
**POPULAR GENRES**  
Steve Lockwood  
May 11-July 8  
3 credits, Online

This Introduction to Film course introduces students to the production, viewing, and understanding of movies, especially the Hollywood variety. This course will focus on comedy and how it works as both a reflector and shaper of our cultural attitudes. Students will view seven films over eight weeks; the movies included have been chosen as examples that do not depend on romantic entanglement as a major plot element. Listed below are the films. All films are readily available on DVD at Amazon.com, via a Netflix subscription, and from other rental outlets. Please arrange access to the films before class starts. This course satisfies 3 credits towards the General Education requirement for Category VI Humanities/Fine Arts. If you have any questions, please contact the instructor at (406) 265-3751 or stlockwood@msun.edu.

The Savages (2007)  
Mother (1996)  
The Blues Brothers (1980)  
Catch 22 (1970)  
The Producers (1968)  
The Loved One (1965)  
It's a Mad Mad Mad Mad World (1963)\*  
I'm All Right, Jack (1959)  
\*extra credit film

## HEALTH & PHYSICAL EDUCATION

**HPE 390-101**  
**HEALTH AND NUTRITION FOR ELEMENTARY**  
**EDUCATION**  
Cari Goebel-Frahm  
June 4-5 & June 11-12, Havre  
2 credits, HF

This class will examine the "Super-Sizing" of American waistlines, and the negative health impacts our fast food diet is having on our youth. We will explore the USDA's "Food Guide Pyramid", and how we can incorporate food science, health and nutrition across the curriculum.

# WORKSHOP & SELECTED COURSE DESCRIPTIONS

## HPE 390/590-102 LIGHTS FOOTBALL INDIVIDUAL AND TEAM COACHING SKILLS

Mark Samson  
June 8-10, Havre  
1 credit, MTW

This workshop will provide students and coaches to acquire basic fundamentals in the coaching of football to athletes enrolled in junior high or high school. Individual techniques in all phases of the game, as well as team concepts, will be taught during these three days. Camp will be divided into younger and older age groups to ensure the best learning experience for all. Camp is non-contact.

## HPE 390/590-103 LIGHTS TEAM BASKETBALL

Shawn Huse  
June 8-11, Havre  
2 credits, MTWH

This workshop will provide excellent information, in a camp setting as well as a classroom setting, regarding all aspects of a successful basketball program based on building, preparing, and playing as a TEAM. Several elements of defense, offense, pre-season, in-season, and post-season training/practice sessions will be examined. It is an excellent way for potential or current coaches to learn our techniques/tools for applying the TEAM philosophy, when presenting fundamental basketball skills/techniques to individuals, as well as groups.

## HPE 390/590-104 SKYLIGHTS INDIVIDUAL AND TEAM BASKETBALL SKILLS

Chris Mouat  
June 15-18, Havre  
2 credits, MTWH

This instructional workshop is designed for students who would like to coach basketball in the future. It is ideal for students who want to get a better understanding of the game with hands-on coaching drills of fundamental techniques and strategies for the sport of basketball in a camp setting. Emphasis will be placed on proper execution of individual and team skill concepts that will be presented throughout individual camp sessions from June 15-18 OR June 29-July 2.

## HPE 390/590-105 LIGHTS TEAM BASKETBALL

Shawn Huse  
June 29-July 2, Havre  
2 credits, MTWH

Please see description for HPE 390/590-103 *Lights TEAM Basketball*.

## HPE 390/590-106 SKYLIGHTS INDIVIDUAL AND TEAM BASKETBALL SKILLS

Chris Mouat  
June 29-July 2, Havre  
2 credits, MTWH

Please see description for HPE 390/590-104 *Skylights Individual and Team Basketball Skills*.

## HPE 390/590-107 HOW TO TRAIN YOUR HITTERS

Bill Huebsch  
August 3-5, Havre  
1 credit, MTW

Hitter training will include development of shots including play sets, the slide attack, shot selection, better placement control, transition and positional blocking among other areas of training. This camp/class is for all skill levels grades 6-12. Concentrated skill work will be done positionally with the focus on advanced skills that relate to a specific position on the court. Repetitive and detailed skill training will be done so that campers can advance their skills and their strategic understanding of that position. Campers will also play volleyball games in a tournament format that will help improve their overall play.

## HISTORY

### HIST 390/590-101 RETRACING LEWIS AND CLARK IN MONTANA ON THE MISSOURI RIVER

Jim Magera  
June 25-27, Havre  
1 credit, HFS

An interdisciplinary field trip and course retracing Lewis and Clark's Corps of Discovery encampments along the Missouri River from present-day Coal Banks Landing to the PN Landing and Bridge. This course will discuss the particular goals and achievements of this exploratory expedition across Montana with emphasis on the months of May and June, 1805, and Captain Lewis' return trip the following summer. Workshop participants will take part in a canoe trip of three days and two nights and should come prepared for two overnight encampments at two of the Corps of Discovery's known campsites.  
**Material Fee \$80.**

## HUMANITIES

### HUM 390/590-101 RETRACING LEWIS AND CLARK IN MONTANA ON THE MISSOURI RIVER

Jim Magera  
June 25-27, Havre  
1 credit, HFS

Please see description for HIST 390/590-101 *Retracing Lewis and Clark in Montana on the Missouri River*.

## INFORMATION SYSTEMS ENGINEERING TECHNOLOGY

### ISSET 390-901 PARALLAX 'PROPELLER' PROGRAMMING

Larry Strizich  
June 8-August 6  
3 credits, Online

An embedded controller programming class using the new 8 core embedded controller system the 'Propeller'. This class incorporates architecture, assembly language programming and interfacing topics.

## MATH

### MATH 390-101 LINEAR AND ABSTRACT ALGEBRA CONNECTIONS FOR THE SECONDARY CLASSROOM

Charles Pollington  
May 28-29, Havre  
1 credit, HF

Please see description for EDUC 590-123 *Linear and Abstract Algebra Connections for the Secondary Classroom*.

## VOCATIONAL EDUCATION

### VOED 390/590-101 INDUSTRIAL TECHNOLOGY METHODS

Cleo Sutton  
July 20-24 & July 27-31, Havre  
3 credits, MTWHF

This course will provide students the information on how to develop a layout for an Industrial Lab according to technical areas being taught, what equipment is needed for each specific technical area of study, and how to put together a demonstration on each piece of equipment. Students will also learn presentations on safety of Industrial Technology equipment and the writing curriculum for the development of the Industrial Technology Program. Along with developing pathways for Industrial Technology Programs, the course will teach students how to maintain and repair equipment used in the Industrial Technology Program.

## SUMMER 2009 COOPERATIVE EDUCATION OFFERINGS

AG	279
AGMT	279
AOT	279, 479
ATDI	279, 479
AUTO	279, 479
BIOL	279, 479
BODY	279
BUED	279, 479
BUS	279, 479
CET	279, 479
CHEM	279, 479
CIS	279, 479
CMSV	279, 479
DIES	279, 479
DRFT	279, 479
EDUC	279, 479
EET	479
GDSN	279, 479
HPE	279, 479
HUM	279, 479
ISSET	279, 479
IT	279, 479
MATH	279, 479
METL	279
MFGT	279, 479
SOSC	279, 479
TSCI	279, 479

Cooperative Education is scheduled for the full summer session (June 8 through August 6) and can be taken for 1 to 12 credits. Authorization for enrollment needs to be signed by your Faculty Advisor, College Dean, and Cooperative Education Coordinator. For more information, call the Career Center in Havre at (406) 265-3708.