



WORKSHOP & SELECTED COURSE DESCRIPTIONS

~~ART 391 – 104 COLLAGE AND MIXED-MEDIA~~

~~Joel Soicsoth
June 6-July 6, Havre
3 credits, MTW~~

~~A studio course which will investigate and employ the techniques of collage in the creation of artwork. Emphasis will be placed on the exploration and use of a variety of materials and the application of design principles in representational and non-objective image making.~~

CANCELLED

BUSINESS

~~BUS 391 – 004 SPORTS MANAGEMENT~~

~~Lanny Wilke
May 9-July 6
3 credits, Online~~

~~A study of the basic management and organizational principles within sport and recreation organizations. Topics will include management concepts and practice, managerial leadership, sport marketing, communication, finance and economics, consumer behavior, and legal considerations, all specific to sport organizations.~~

CANCELLED

EDUCATION

EDUC 391/591 – 101 BEHAVIOR IS LANGUAGE: STRATEGIES FOR MANAGING DISRUPTIVE BEHAVIOR©

**Mick Jackson
June 6-August 4
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.***

EDUC 391/591 – 102 ATTENTION DEFICIT DISORDER: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES©

**Mick Jackson
June 6-August 4
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 391/591 – 103 VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES©

**Michael Sedler
June 6-August 4
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 391/591 – 104 CHILD ABUSE: WORKING WITH ABUSED & NEGLECTED CHILDREN©

**Joan Halverstadt
June 6-August 4
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 391/591 – 105 EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM©

**Bob Pillay
June 6-August 4
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.***



WORKSHOP & SELECTED COURSE DESCRIPTIONS cont.

**EDUC 391/591 – 106
ADVANCED CLASSROOM
MANAGEMENT:
CHILDREN AS CHANGE AGENTS©
Mick Jackson
June 6-August 4
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 391/591 – 107
INCLUSION:
WORKING WITH STUDENTS WITH
SPECIAL NEEDS IN GENERAL
EDUCATION CLASSROOMS©
Florah Luseno
June 6-August 4
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 391/591 – 108
UNDERSTANDING AGGRESSION:
COPING WITH AGGRESSIVE
BEHAVIOR IN THE CLASROOM©
Michael Sedler
June 6-August 4
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 391/591 – 109
TRAUMATIZED CHILD:
THE EFFECTS OF STRESS, TRAUMA
& VIOLENCE ON STUDENT
LEARNING©
Joan Halverstadt
June 6-August 4
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 391/591 – 110
TALENTED & GIFTED:
WORKING WITH HIGH ACHIEVERS©
Karen Lea
June 6-August 4
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.***

**EDUC 391/591 – 111
AUTISM & ASPERGER'S DISORDER:
INFORMATION & EFFECTIVE
INTERVENTION STRATEGIES©
Marrea Winnega
June 6-August 4
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.***





WORKSHOP & SELECTED COURSE DESCRIPTIONS cont.

**EDUC 391/591 – 112
INFANT & TODDLER MENTAL
HEALTH:
ISSUES & INFORMATION FOR
EDUCATORS©
Aumony Dahl
June 6-August 4
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 391/591 – 113
EARLY CHILDHOOD:
FAMILY-CENTERED SERVICES©
Aumony Dahl
June 6-August 4
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 391/591 – 114
EARLY CHILDHOOD:
OBSERVATION & ASSESSMENT©
Darcie Donegan
June 6-August 4
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 391/591 – 115
EARLY CHILDHOOD:
PROGRAM PLANNING©
Aumony Dahl
June 6-August 4
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 391/591 – 116
EARLY CHILDHOOD:
TYPICAL & ATYPICAL
DEVELOPMENT©
Darcie Donegan
June 6-August 4
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.***

**EDUC 391/591 – 117
HARASSMENT, BULLYING & CYBER-
INTIMIDATION IN SCHOOLS©
Candcyce Reynolds
June 6-August 4
2 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 391/591 – 118
TEACHING MATH CONCEPTUALLY:
A NEW PARADIGM©
Kim Chappell
June 6-August 4
2 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.***

***Instructional method will be computer-based training completed on a Macintosh Operating system 9.2, OS10.x, OS X 10.5 Leopard or Windows Operating system with Windows XP or newer. Both need 1 GB or RAM, 5 MB or hard disk space, and a printer attached to your computer. Registration must be completed by June 6th. All work must be completed by August 4, 2011. Instruction software with instruction package will be sent to students on CD. Cost is \$110 for computer software and instruction package plus tuition fee.





WORKSHOP & SELECTED COURSE DESCRIPTIONS cont.

EDUC 391/591 – 401 DRUGS, ALCOHOL & DUI

Steve Baiamonte

July 20-22, Great Falls

2 credits, WHF

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 391/591 – 402 CRASH DYNAMICS FOR TRAFFIC EDUCATORS

Steve Baiamonte

July 27-29, Great Falls

2 credits, WHF

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.

EDUC 391/591 – 403 LEARNING THROUGH LITERACY

Shelly Kelly & Marni Napierala

June 23-24, Great Falls

1 credit, HF

This workshop will focus on all aspects of literacy: fluency, phonemic awareness and phonics, vocabulary, and comprehension. We will discuss the importance of each and discover ways to enhance your teaching of each strand of literacy. Reading enrichment options such as reciprocal teaching and literature circles will also be addressed. Together, we will gather information and discover best practices for reaching all of

students and motivating them to read!

EDUC 391/591 – 404 LET'S LEAVE NO CHLD BEHIND IN THE FUN OF LEARNING – MATH GAMES & MANIPULATIVES

Shelly Kelly & Marni Napierala

June 27-28, Great Falls

1 credit, MT

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 591 – 901 INTRODUCTION TO APA WRITING REPORT WRITING

Randy Bachmeier

June 6-July 6

1 credit, Online

This course prepares students for a more advanced course in educational research methods by providing a foundation in the APA writing style. Topics will include the general mechanics of style; manuscript organization, structure, and content; writing with precision, clarity, and accuracy; ethical/legal standards and bias; displaying results in tables and figures; quotations, citations, and reference lists; and manuscript preparation and review.

EDUC 591 – 902 INTRODUCTION TO BASIC STATISTICS FOR RESEARCH

Randy Bachmeier

July 11-August 4

1 credit, Online

This course prepares students for a more advanced course in educational measurement and statistics by providing

a foundation in terminology, concepts, and basic calculations. The course focuses on building theoretical understanding and statistical reasoning ability as a foundation to subsequent applications of mathematical procedures and statistical techniques.

HEALTH AND PHYSICAL EDUCATION

HPE 391/591 – 101 SKYLIGHTS INDIVIDUAL & TEAM BASKETBALL SKILLS

Chris Mouat

June 6-9, 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.

HPE 391/591 – 102 HOW TO TRAIN YOUR HITTERS

Bill Huebsch

August 1-3, 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.

HPE 391/591 – 103 THE LIGHTS WAY (TEAM BASKETBALL)

Shawn Huse

June 13-17, Havre

2 credits, MTWHF

This workshop will provide excellent information, in a camp setting as well as a classroom setting, regarding all



WORKSHOP & SELECTED COURSE DESCRIPTIONS cont.

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 391/591 – 104
LIGHTS FOOTBALL INDIVIDUAL & TEAM COACHING SKILLS
Kyle Samson
June 6-8, 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.

HISTORY: AMERICAN

HSTA 391/591 – 101
RETRACING LEWIS AND CLARK IN MONTANA ON THE MISSOURI RIVER
Jim Magera
June 23-25, 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 391/591 – 101
RETRACING LEWIS AND CLARK IN MONTANA ON THE MISSOURI RIVER
Jim Magera
June 23-25, Havre
1 credit, HFS

Please see description for HSTA 391/591-101 *Retracing Lewis and Clark in Montana on the Missouri River.*

INDUSTRIAL TECHNOLOGY

IT 391/591 – 301
INTRODUCTION TO CAD/CAM/CNC MACHINING
Jim Weber
June 13-17, Helena
3 credits, MTWHF

This class will be an introductory course designed to help teachers integrate CAD/CAM/CNC machining into their Industrial Technology programs. You will be building a trailer hitch insert and gear shifter project to teach you the basics of drilling, contouring, pocketing, tapping, and profiling using Haas CNC mills and lathes and Mastercam software. We will also be learning the basics of CNC G and M code programming language for drilling, tapping, straight and circular contouring, and pocketing so you can teach this language in your classroom. At the end of the class, each teacher will be required to present a project idea to the class that incorporates what they learned during the week. There will be a \$35 materials fee for each student.

We will barbeque at the school each day for lunch at a cost of \$3 per person Monday through Thursday. Thursday evening we will have a beef tri tip barbeque and dutch oven feed at the White Sandy campground at Holter Lake. The cost of this dinner will be \$12 per person. If you choose to participate in the lunch barbeques and the Thursday night dinner, the total cost will be \$24 which will be paid to Jim Weber at the start of the class.

Please bring the following materials to class: safety glasses, calculator, portable USB drive, pens, pencils, and a note book. **Material Fee \$35.**

PSYCHOLOGY

PSYX 291 – 901
SUBSTANCE ABUSE
Jebediah Gaffney
June 6-August 4
3 credits, Online

There are many issues related to the use of drugs: Why people use them, how they affect people, how society responds to drug use, and what can be done to prevent or treat drug use. The purpose of this class will be to introduce

students to the different categories of abused substances. Drug abuse will be viewed from different perspectives such as body/pharmacology and environment/sociology. Students will be introduced to individual classes of drugs (stimulants, opiates, etc.), patterns of abuse and current forms of treatment.

WELDING

WLDG 391 – 101
EDUC 591 – 119
INTRODUCTION TO WELDING TRAINING
Andrew Johnson/Virgil Hawkinson
June 20-July 1
3 credits, MTWHF

An introductory course covering general weld shop safety, operation of hydraulic shears & hand grinders, selection of personal protective equipment, oxy-acetylene safety and the operation of an oxy-acetylene plate beveler and air arc operation. Also covered are Shielded Metal Arc Welding Safety, polarity selection, constant current power source set up, and Flux Cored Constant Voltage power supply setup and maintenance. Procedures and manual skills necessary to pass an American Welding Society (AWS) Structural Welding Code (D1.1) limited thickness plate certification with backup with an E7018 electrode and an .045" flux cored diameter wire with CO2 shielding gas will be covered. The last two days of the course will be used for structural plate certification under the supervision of an AWS certified welding inspector. Each student needs to bring proper welding clothing (jeans, long sleeve shirt and/or coveralls, leather high top shoes or boots), gauntlet welding gloves, gas welding goggles (shade 5), arc welding helmet, and safety glasses (clear lens only) that can be worn under both gas and arc welding goggles. **Material Fee \$50.**

SUMMER 2011 COOPERATIVE EDUCATION OFFERINGS

Cooperative Education is scheduled for the full summer session (June 6 through August 4) and can be taken for 1 to 12 credits. Most disciplines include cooperative education courses numbered 298 or 498. 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 or visit www.msun.edu/stuaffairs/career/co-ops.htm.