COMPUTER-BASED COURSES

EDUC 1391/1591
ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS®
Mick Jackson
June 1 - August 7
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 1391/1591
ATTENTION DEFICIT DISORDER: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES®
Mick Jackson
June 1 - August 7
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 1391/1591
AUTISM & ASPERGER'S DISORDER: INFORMATION & EFFECTIVE INTERVENTION STRATEGIES®
Marrea Winnega
June 1 - August 7
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 1391/1591
BEHAVIOR IS LANGUAGE: STRATEGIES FOR MANAGING DISRUPTIVE BEHAVIOR®
Mick Jackson
June 1 - August 7
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 1391/1591
CHILD ABUSE: WORKING WITH ABUSED & NEGLECTED CHILDREN®
Joan Halverstadt
June 1 - August 7
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 1391/1591
EARLY CHILDHOOD: FAMILY-CENTERED SERVICES®
Aumony Dahl
June 1 - August 7
2 credits
This course is designed to give you a new perspective on serving the needs of young children and their families. In this course you will learn what is meant by family-centered services as it applies to diverse systems of care, gain an understanding of family diversity, and explore the major stress factors facing families today. We will discuss the theoretical basis for family-centered services as well as reflect on current research and best practice. Family-Centered Services will also examine the role of early childhood educators and explore ways to build partnerships with parents and create communities of care, for the benefit of our children, and ultimately society as a whole.***

EDUC 1391/1591
EARLY CHILDHOOD: OBSERVATION & ASSESSMENT®
Darcie Donegan
June 1 - August 7
3 credits
This course explores observation and assessment instruments as well as recommended practices and available resources for infants, toddlers, and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments.***

Convenient*Relevant*Affordable
EDUC 1391/1591
EARLY CHILDHOOD:
PROGRAM PLANNING®
Aumony Dahl
June 1 - August 7
3 credits
This course is designed to give you a new perspective on planning and implementing developmentally appropriate programs for young children from birth through age eight. In this course you will learn what is meant by curriculum, assessment, evaluation, and program planning as these terms apply to early childhood education. We will discuss several historical perspectives and theories on child development and examine best practice for early childhood education. We will also examine key concepts and specific activities for teaching various curricular content areas including language and literacy, mathematics and science, and the expressive arts.***

EDUC 1391/1591
EARLY CHILDHOOD:
TYPICAL & ATYPICAL DEVELOPMENT®
Darcie Donegan
June 1 - August 7
3 credits
This course explores contemporary best practice and perspectives on early childhood development. Content includes patterns and sequences of typical development for children from birth to six years. Emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability during infancy, toddlerhood, and the preschool years. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.***

EDUC 1391/1591
EDUCATIONAL ASSESSMENT:
ASSESSING STUDENT LEARNING IN THE CLASSROOM®
Bob Pillay
June 1 - August 7
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 1391/1591
HARASSMENT, BULLYING & CYBER-INTIMIDATION IN SCHOOLS®
Candice Reynolds
June 1 - August 7
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 1391/1591
INCLUSION:
WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS®
Florah Luseno
June 1 - August 7
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 1391/1591
INFANT & TODDLER MENTAL HEALTH:
ISSUES & INFORMATION FOR EDUCATORS®
Aumony Dahl
June 1 - August 7
2 credits
This course is designed to help educators achieve a better understanding of infant and toddler mental health, child development, and strategies that can be used to promote positive relationships with children and their families. This course provides information that will help the learner understand and identify his or her role as a child care provider, educator, and early childhood professional. Infant & Toddler Mental Health provides research-based information on child development, attachment, temperament, and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health.***

EDUC 1391/1591
TALENTED & GIFTED:
WORKING WITH HIGH ACHIEVERS®
Karen Lea
June 1 - August 7
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 1391/1591
TEACHING MATH CONCEPTUALLY:
A NEW PARADIGM®
Kim Chappell
June 1 - August 7
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.***

EDUC 1391/1591
TRAUMATIZED CHILD:
THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING®
Joan Halverstadt
June 1 - August 7
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 1391/1591
UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM©
Michael Sedler
June 1 - August 7
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 1391/1591
UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS©
Michael Sedler
June 1 - August 7
3 credits
This course has been divided into four chapters. The organization of the course covers the rationale for and design of the Common Core State Standards, the "Common Core Mindset" practitioners need for successful implementation, and what specific actions can be taken for deeper implementation across settings.***

EDUC 1391/1591
VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES©
Michael Sedler
June 1 - August 7
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 1391/1591
WHY DI?: AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION©
Steve Dahl
June 1 - August 7
3 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 courses are designed to be run from a reliable, stable, unlimited high-speed internet connection and 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 a color monitor (min. 10"), 1 GB of RAM, 5 MB of hard disk/drive space, and a printer attached to your computer. Registration must be completed by June 1st. A course link and information will be emailed to students 2-3 days prior to the semester start date.
analysis and reconstruction, including the forces involved and mechanisms of injury to people and vehicles, an analysis of vehicle damage and injury profiles, and applicable statutes. The course requires practical applications of mathematics and physics. PLEASE NOTE: This course will meet face-to-face on July 6, 13, 20, 27 & August 3 from 1:00-3:50 pm in Cowan Hall 107.

EDU 391/EDUC 591-904
COACHING NOVICE DRIVERS
Jerry Olson
July 6 - August 7
2 credits, Online
This course will develop foundational understanding of theoretical and philosophical principles of coaching as well as practical coaching skills as they apply to the driving task. The course emphasizes how specific coaching and training techniques can be used to safely and effectively scaffold novice drivers from a classroom learning context to a behind-the-wheel learning context and ultimately to an independent real world driving context. The metacognitive skills required for self-awareness, self-evaluation, and self-development will be stressed.

EDU 391/EDUC 591-905
TRAFFIC EDUCATION AND THE ADOLESCENT BRAIN
Jeb Schenck
July 6 - August 7
3 credits, Online
This is an introductory course to neuroeducation (or mind/brain education) that incorporates cognitive neuroscience, cognitive psychology, and education and specifically explores how the adolescent mind/brain functions and relates these to traffic education. The emphasis will be on developing a practical understanding how the mind/brain systems work and making practical applications of that knowledge in designing lessons for young learners. In respect to the brain, adolescence is considered as being from about ages 10-27 years.

EDU 391/EDUC 591-906
INTRODUCTION TO NEUROEDUCATION
Jeb Schenck
July 6 - August 7
3 credits, Online
This is an introductory course to neuroeducation (or mind/brain education) that incorporates cognitive neuroscience, cognitive psychology, and education, and specifically explores how the adolescent mind/brain functions and relates to specific discipline areas. The emphasis will be on developing a practical understanding how the mind/brain systems work, and making practical applications of that knowledge in designing lessons for young learners. In respect to the brain, adolescence is considered as being from about ages 10-27 years.

EDU 391-907
SAFETY EDUCATION
James Carroll
July 6 - August 7
2 credits, Online
This course will study the basic principles of safety education including personal safety, public safety, traffic safety and occupational safety with particular emphasis on school safety. Topics will include unintentional injury prevention, behavior and environmental modification strategies, OSHA standards and guidelines, and the development of safety programs. This course can be taken at the undergraduate level as HTH 368-901.

EDU 391-908
MOTIVATION AND LEARNING
Curtis Smeby
May 4 - 29
3 credits, Online
This course is designed to investigate the theory, development and application of motivation in the learning environment. Major focus is placed on motivation models and strategies for enhancing motivation in individuals and groups. It will also analyze variables affecting motivation and environmental influences.

EDUC 591-909
CHANGE THEORY AND PRACTICE
Randy Bachmeier
June 1 - July 2
3 credits, Online
This course is designed to investigate change theory and practice in learning environments that are critical to effective instruction and learning. Models will be reviewed and analyzed to support initiatives that increase the learning of all students.

EDUC 591-910
SPORT PSYCHOLOGY
Chad Spangler
July 6 - August 12
3 credits, Online
A study of psychological and sociological implications of sports participation. This course can be taken at the undergraduate level as KIN 440-901. PLEASE NOTE: This course will meet face-to-face on August 11 & 12 from 8:00 am-5:00 pm in Cowan Hall 319.

HEALTH AND PHYSICAL EDUCATION

HPE 391/591-101
2015 LIGHTS TEAM BASKETBALL ESSENTIALS
Shawn Huse
June 28-July 2, SuMTWR
2 credits, Havre
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 391-102
2015 INDIVIDUAL AND TEAM VOLLEYBALL SKILLS
Bill Huebsch
August 3-5, MTW
1 credit, Havre
This camp/class is designed to learn how to teach players at all skill levels in grades 9-12. Focus will be on how to teach fundamental individual and team drills and how to implement them into practices. Students will learn how concentrated skill work is done by position with the focus on advanced

To view catalog course descriptions, please visit www.msun.edu & select “Catalogs.”
Cooperative Education is scheduled for May 4 through August 7 and can be taken for 1 to 12 credits. Most disciplines include cooperative education courses numbered 298 or 498. Authorization for Enrollment and Learning Objectives need to be approved by your Faculty Advisor, College Dean, and Career Center Director. For more information, call the Career Center in Havre at (406) 265-4198 or visit http://msun.edu/career/co-ops.aspx.

HPE 391/591-103
2015 LIGHTS FOOTBALL INDIVIDUAL AND TEAM COACHING SKILLS
Aaron Christensen
June 8-10, MTW
1 credit, Havre
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 391-104
2015 SKYLIGHTS INDIVIDUAL AND TEAM BASKETBALL SKILLS
Chris Mouat
June 21-24, SuMTW
2 credits, Havre
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 individual and team skill concepts that will be presented throughout individual camp sessions.

KINESIOLOGY

KIN 391-901
SPORT AND EXERCISE NUTRITION
Peter Hart
May 11 - August 7
3 credits, Online
This course provides an overview of both the theory and practice of proper nutrition for sport and human performance. Students will learn aspects of food selection and fluid intake related to improved physical performance. Principles and applications from exercise science and nutrition will merge in this course so students can design a complete theory-based nutritional program for themselves and/or future clients.

KIN 491-901
PRINCIPLES OF STRENGTH AND CONDITIONING
Peter Hart
May 11 - August 7
3 credits, Online
This course provides an overview of the scientific principles, concepts, and theories of strength training and conditioning. Several applications across many different athletic events will be provided to help students gain knowledge about increased physical performance. Students will engage in topics necessary to design and implement a complete sport-specific strength and conditioning training program.

LITERATURE

LIT 309-101
POPULAR GENRES: MOVIE MAKING
Steve Lockwood
May 11 - 29, MTWRF
3 credits, Havre
Shoot, edit, and post movies! You’ll need a device that can record video (smartphone, tablet, camcorder, camera, etc.) and the cable that came with the device which is used to plug it into a computer - usually a USB cable. If you lack such a device, we may be able to loan you one. Bookend your movies with opening and closing credits!

NUTRITION

NUTR 291-901
FOOD AS MEDICINE
Tracy Konoske
May 11 - August 7
2 credits, Online
This course will explore special topics related to nutrition and health. The appropriate use of diet therapy in restoring and maintaining health as well as “what is the right diet,” “eating vs. nourishing” and “recovery from chronic disease using food-as-medicine” will be reviewed. Participants WILL be asked to actually change their eating habits throughout the course of the semester so they need access to a kitchen for 3 meals a day, every day. Living in student housing and relying on MSU SUB food is NOT recommended and will likely not work for this class.