

RTG & Associates

October 1, 2009

Fort Hays State University Current Course Offerings:

Army, Air Force, Navy and Marine Corps JROTC instructors and general population high school instructors:

Course designators, credits, titles and descriptions:

TEEL 670, 3 credits - Workshop in Education II: CONTEMPORARY AMERICAN EDUCATION. This course is designed to prepare participants on how improving student achievement by using research based instructional strategies, carry out student centered learning, apply learning profiles preferences in differentiating instruction, develop and implement facilitation skills, write four-phase lesson plans and acquire communication strategies and tools to optimize learning. This course will also explore how multiple intelligences and learning styles can affect curriculum development and learning.

TEEL 672, 3 credits - Readings in Education II: CLASSROOM MANAGEMENT. The Classroom Management course is to provide instructors with the information needed to focus on the core principles and practices of classroom management. This course blends a humanistic, competency-based approach with an applied, research-based, behavior management approach to provide instructors with the best current thinking on effective classroom management.

TEEL 673, 3 credits - Problems in Education I: RELATIONSHIPS IN LEARNING. This interactive, participatory course invites participants to explore and experience ways to deliver classroom instruction in an optimal learning environment enabling students to become more self-directed, motivated, responsible learners. Participants will make meaningful connections to learning by understanding and building relationships with themselves, the students and the curriculum. Through a process of modeling and coaching, participants will learn to apply techniques, skills and strategies while integrating programs across curriculum subject areas in order to make learning more creative, effective and fun.

TEEL 674, 3 credits - Seminar in Education II: SECONDARY METHODS. The Secondary Methods course discusses how to teach effectively in today's secondary schools. This course develops an understanding of various learning modes, learning styles, multiple intelligences, questioning techniques, and other instructional strategies to engage students and be effective in today's secondary school classroom. This course demonstrates how to use effective lesson plan design as well as various assessment techniques. This course also demonstrates strategies for ongoing professional development for teachers.

TEEL 675, 3 credits - Seminar in Education I - LEARNING AND BRAIN. The Learning and the Brain course describes the roles, functions, processes, and physical makeup of the brain and how it can be leveraged for optimal learning. This course defines the structure of the brain, how it functions, and how to enhance student cognition and development of academic skills. The course will also provide the instructor with tools to help the student understand short and long term memory, identify factors that influence students' ability to remember, and understand higher level thinking and effective problem solving. Finally, this course will also help explain how multiple intelligences and learning styles can affect curriculum development and learning.

PSY 670, 3 credits - Workshop in Psychology II: EDUCATIONAL PSYCHOLOGY. The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. This lesson also describes behaviorist and . . .

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social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

AEP 670, 3 credits - Workshop in Education: EDUCATIONAL LEADERSHIP DEVELOPMENT. This course presents an overview of current issues and trends in secondary education. The concepts are developed so the student has a solid working knowledge to engage in discussions, debates, and policy considerations. Concepts covered include a Constructivist Classroom, classroom assessment, classroom management, character education and citizenship skills, thinking maps, the 4-phase lesson plan, and innovative instructional strategies. The overall focus is integration of these concepts to create an active, dynamic and integrative classroom.

AEP 672, 3 credits - Readings in Education: EMOTIONAL INTELLIGENCE. The purpose of this seminar delivered course is to develop new knowledge and applications of innovative teaching and learning assessment strategies, which significantly increase student performance. Participants will learn to utilize the Personal Skills Map assessment instrument as a tool for individual personal growth, and develop a personal profile or "map" of eleven personal and life skills, as well as three potential problematic indicators, all related to emotional intelligence.

AEP 672, 3 credits - Readings in Education: PERSONAL RESPONSIBILITY. This seminar/workshop delivered course is designed to enhance development of a student's goal achievement and personal responsibility skills. Emotionally intelligent teachers or trainers will be able to model as well as talk about the thoughts and behaviors most important to a person's goal and academic achievement and personal well-being. The skills learned in this course provide a research derived and validated approach to help learners identify, understand and develop specific behaviors related to critical thinking skills.

AEP 673, 3 credits - Problems in Education: CURRENT PERSPECTIVES IN EDUCATION AND ORGANIZATIONAL CHANGE. This workshop delivered course is designed to develop new knowledge and applications of innovative teaching and learning assessment strategies, which significantly increase student performance. Participants will be introduced to new topics and skills as tools for individual student growth. Integrated topics include but not limiting are ethics in education, educational management tools, intervention strategies, organizational change, and overcoming resistance to change.

AEP 675, 3 credits - Seminar in Education: THINKING MAPS. This seminar/workshop delivered course is designed to enable teachers at all levels to utilize Thinking Maps as a common visual language for learning. These thinking process tools are the foundation for learners' continuous cognitive development, from school to work. Thinking Maps are used for content-specific and interdisciplinary learning, thus giving schools a common set of tools for integrating teaching, learning and assessment. Given direct training in using these maps, students have concrete tools for independently and interdependently seeking patterns in information. These unique attributes of Thinking Maps support students becoming independent, reflective, lifelong problem solvers and learners. They are empowered to draw on a range of different and related thinking processes, and they are motivated to persevere during complex tasks.

Note: All of the above courses are designated as either undergraduate (tuition rate: \$168 per credit); or, as graduate (tuition rate: \$225 per credit) courses. When utilized as undergraduate courses they are considered upper-level. Course capstone requirements differ significantly at the graduate level. Read the appropriate individual syllabus to determine your academic requirements. Go to www.leadershipcredit.net and click on the course information link.