Fort Hays State University Course Descriptions For JROTC Instructor Prep Program Offerings (Graduates and Undergraduates)

UNDERGRADUATE COURSES: (for JROTC Instructor Prep Certificate, Undergraduate Degree Options, & JROTC/State unique requirements)

TEEL 202 Foundations of Education
(3) An introductory course for students considering a career in professional education. Includes historical, philosophical, and sociological foundations, organization and finance, and teaching and learning.

TECS 290 Introduction to Instructional Technology
(3) The 3-credit hour course provides experience in the application of instructional media and technologies for future teachers as well as beginning graduate students needing an introduction to instructional technology. Course content will apply to a variety of instructional settings. Requisites: PR, MIS 101 or equivalent.

TESP 302 Educating Exceptional Students
(3) A survey of the principal types of exceptional children. Emphasis is on understanding the adjustment and development difficulties of such children and the implications of these difficulties in the educational process.

TEEL 679 Practicum in Education I +
(1-8) This course is designed to relate theory to practice in a realistic fashion. The student is placed in a situation to obtain experience relating directly or indirectly to the area being studied. Requisites: PERM.

PSY 670 Workshop in Psychology II: EDUCATIONAL PSYCHOLOGY
(3) 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 social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

TEEL 672 Readings in Education II: CLASSROOM MANAGEMENT
(3) 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 674 Seminar in Education II: SECONDARY METHODS
(3) 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 Seminar in Education I: LEARNING AND THE BRAIN**
(3) 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.

**NON-CERTIFICATE OPTIONAL UNDERGRADUATE COURSES FOR UNIQUE STATE REQUIREMENTS:**

**TEEL 231 Human Growth and Development**
(3) A study of the development of the individual over the total life-span. Special attention is given to physical, social, sexual, emotional, intellectual, and linguistic development.

**TEEL 365 Reading and Language Arts Methods**
(4) This course will encompass the acquisition of language and the development of reading. The focus will be on theory, strategies, methods, and materials. Requisites: admission to Teacher Education required.

**TEEL 670 Workshop in Education II: CONTEMPORARY AMERICAN EDUCATION**
(3) 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.

**AEP 670 Workshop in Education: EDUCATIONAL LEADERSHIP DEVELOPMENT**
(3) 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.

**TEEL 673 Problems in Education I: RELATIONSHIPS IN LEARNING**
(3) 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.

**AEP 672** Readings in Education: EMOTIONAL INTELLIGENCE
(3) 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** Readings in Education: PERSONAL RESPONSIBILITY
(3) 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** Problems in Education: CURRENT PERSPECTIVES IN EDUCATION AND ORGANIZATIONAL CHANGE
(3) 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** Seminar in Education: THINKING MAPS
(3) 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

**THE FOLLOWING ARE ALL GRADUATE LEVEL COURSES:**

**GRADUATE COURSES:** (for either JROTC Instructor Prep Certificate-Graduate, Master of Science in Education, Masters in Liberal Studies, or Continuing Education needs)

**ALTC 805** Working with Diverse and Exceptional Learners
(3) This course is an on-line professional education course designed to address the following:
(a) foundations (law, standards, values and beliefs); (b) collaboration (families, professionals, and community members); (c) identifying students with exceptionalities and linguistic diversity (from pre-assessment to service delivery); (d) characteristics of exceptionality and linguistic diversity and impact on learning; (e) teaching students with exceptionalities and linguistic diversity through use of adaptations / modifications and assistive technology; and (f) assessing for and reporting progress. Requisites: JROTC (Prior to Jun 2015 – TESS 805)

**ALTC 808 Supervised Practicum**

1. This course is an online professional education practicum designed for teachers in the Transition to Teaching Program or for teachers wishing to renew a license. One hour of practicum is linked to each of the following Transition to Teaching courses: TESS 801, 802, 803, 804, 805, 806, and 807. Requisites: JROTC (Prior to Jun 2015 – TESS 808)

**AEP 803 Educational Research**

3. A study of the nature and complexities of the educational research processes. Identification and completion of any approved educational research project is a course requirement. Requisites: PR, Admission into a Master of Science program in FHSU College of Education.

**AEP 800 Utilization of Technology in Classrooms**

3. This 3-credit hour course is designed for graduates in the master of science program in instructional technology and other upper division students needing an introduction course about the utilization of technology in the classroom. The course builds on basic skills and knowledge of computer applications to enhance student learning through integration of technology in the classroom. The course provides students with opportunities to develop their technical and pedagogical knowledge base using the educational technology research as a foundation, students will develop instructional materials that involve the effective use of technology in teaching and presentation. Requisites: PR, MIS 101; graduate standing.

**AEP 855 Educational Leadership**

3. This course is designed to explore the nature of leadership in educational organizations by examining the approaches to leadership and analyzing the various styles of leadership. Students are exposed to leadership activities, which range from theory to practical application.

**AEP 859 Curriculum Planning and Evaluation (PK-12)**

3. An in-depth study of curriculum/Program planning, development and evaluation. This includes a study of the basic steps as well as the personnel, committees, facilities, and resources involved in curriculum studies. The development of both system-wide curricula and specific programs will be a part of this course.

**AEP 880 Cultural Diversity**

3. This course is intended to assist the classroom teacher to develop appropriate teaching strategies by alerting the teacher to needs of major cultures represented in school classrooms. The course will address: conflicts between traditional American culture and major diverse cultures, specific teaching approaches/strategies, and techniques for fostering growth of healthy self-concepts of culturally diverse students.
AEP 821 EDUCATIONAL PSYCHOLOGY
(3) 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 social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

AEP 822 CLASSROOM MANAGEMENT
(3) 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.

AEP 823 SECONDARY METHODS
(3) 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.

AEP 824 LEARNING AND THE BRAIN
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AEP 825 THINKING MAPS
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AEP 826 THE GOOD TEACHER
(3) The purpose of this online asynchronous delivered two-part course is to develop new knowledge to help those witnessing sexual misconduct by colleagues to make appropriate interventions. As a character in an interactive movie participants will maneuver through the complex, emotional, and often morally ambiguous world of teaching. Students will make
decisions at strategic points in the interactive movie answering thought-provoking questions about seemingly insignificant yet pivotal situations that teachers, administrators, and others who interact with young people face throughout the year.

NON-CERTIFICATE Non-MSEd OPTIONAL GRADUATE COURSES FOR UNIQUE STATE REQUIREMENTS:

AEP 858 Data Analysis and Assessment
(3) This course will focus on data-driven decision making for effective school leadership. Students will also learn about various forms of educational assessments and how to interpret, evaluate and use assessment results for school improvement.

COUN 829 Lifespan Human Development
(3) Overview of counseling issues relating to human growth and development through the lifespan.

SPED 806 Methods and Materials for Exceptional Students
(3) Teaching will be examined as a process consisting of curriculum instruction techniques and performance evaluation. Application of the process to individualized programming will be stressed. Course will discuss methods and materials for all exceptionalities. Requisites: PR, TESP 302.

TEEL 865 Teaching Reading Skills
(3) Designed to provide an understanding of reading instruction. Emphasis is placed upon developing various word recognition or decoding skills and comprehension within a whole language perspective.

TEEL 670(g) Workshop in Education II: CONTEMPORARY AMERICAN EDUCATION
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AEP 670(g) Workshop in Education: EDUCATIONAL LEADERSHIP DEVELOPMENT
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