1: Understanding Power System Design & Operation - School of Continuing Education

Career Education Systems is the Midwest's leading provider of classroom and online real estate courses. We are certified in both Kansas and Missouri.

Upon taking this course you will be able to distinguish the importance of LCAs, and EPDs in the product selection process. This course defines and explores the building block information, including mullion loading, required to determine design pressures for your project. Past and current versions of ASCE 7 are compared and explained. Jobs permitted on this date or after must comply with the new code. The focus of this course is to understand requirements and changes affecting vertical wall components and cladding. This course will help anyone involved avoid the pitfalls and make a smooth transition. Discover performance attributes of each system and learn basic assembly and installation procedures. Explore the latest design concepts to meet more stringent energy codes. Matching structural integrity to the location is essential. Incorporating state of the art thermal advancements optimizes comfort and cost. Student learning is enhanced with good day lighting and acoustics. Finally, school buildings experience abuse and will hold up much better if the correct products are selected. Through group discussion, the practitioner will learn how to select vertical fenestration systems that meet these new requirements and whole building energy goals. The result is more cost effective, hurricane resistant commercial buildings. Performance attributes of various types of commercial glazing systems are reviewed. This course explains strengths and weaknesses of various types of curtain wall and sun control accessories. Attendees will explore design pressure calculation, installation and glazing processes. The importance of training faculty, students and staff will be stressed. Participants will learn how to select the optimal glazing for fenestrations locations throughout the school, and how to select locks and access controls from proven lockdown technologies. As specifications become more stringent, selecting the right sizes and configurations that meet requirements at the lowest cost is more challenging. Finding the optimal configuration at optimal cost is illustrated through case studies with glazing systems. Best practices in shading and day lighting will be explored. Integration of high thermal performance design features into hurricane impact glazing will also be reviewed. The course also differentiates their performance and explains their proper application and use. Upon completion you will be able to select the optimal finish for your project. Their passive control improves building envelope energy performance while maximizing the use of daylight and reducing solar heat gain. This course will cover basic sun shade design, highlight the benefits and will cover how it impacts the curtain wall design and installation. Unitized construction is not new, and it does not fit every project, but it is a growing consideration given the importance of quality, time and ongoing labor challenges. This course will help attendees recognize the advantages and disadvantages of stick built, unitized and hybrid systems.

2: Career Education Systems | Home

Somfy Systems is a registered provider with The American Institute of Architects Continuing Education Systems. Credit earned on completion of the program will be reported to CES Records for AIA members. Certificates of Completion for non-AIA members are available on request. This program is registered with the AIA/CES for continuing professional education.

Down arrow icon Continuing Education Are you working in the field of public health and want to advance your career or gain skills in the field of data visualization and analytics? Have you joined a public health nonprofit organization and need to learn more about how to analyze and visualize your public health data? If the answer is yes, you need to check out the online courses below: If you are interested in participating in any of the continuing education courses listed on this page, please complete the form at the bottom of this page. Organizational group packages are available, upon request. Intro to GIS for Public Health Professionals The course is a non-credit continuing education online course which introduces students to the fundamentals of geographic information system GIS as a means to display, analyze, and understand spatial data. This course is specifically designed for professionals working in community health organizations, public health agencies, and city or state public health departments. It covers topics such as the application of GIS techniques for identifying the spatial distribution of health inequalities and social vulnerabilities. This courses provides access to content experts who are working in the field of public health and who are available to answer your questions and provide feedback during our online sessions. Promote a critical understanding of the techniques associated with GIS in the many public health application areas Foster an operational understanding of the functions used to store, analyze, and display information on a spatial scale Develop an appreciation for the issues and limitations related to the use of GIS in the field of public health Faculty: Kristin Osiecki, John Canar Course length: Essential map making skills How to find and add pertinent data to your map Geocoding addresses Course materials will emphasize data that is commonly used in community and public health. Kristin Osiecki Course Length: In the course the emphasis is on the fundamentals of sound database design from a public health perspective. This class provides access to content experts who are working in the field of public health and are available to answer your questions and provide feedback during our online sessions. Introduce the principles of relational and spatial database design. Familiarize the students with the fundamentals of database management systems DBMS. Familiarize the students with the principles of database schema, subschemas, and physical data repositories. Understand the structure and basic characteristics of occupational health information systems. Familiarize the students with concept of entity relationship diagrams ERD , including relationship types. Michael Cailas Course length: The main emphasis of this course is to provide an operational understanding of the ArcGIS software as well as to help students better understand how GIS can be used to solve public health problems. This course provides access to content experts who are working in the field of public health and who are available to answer your questions and provide feedback during our online sessions. John Canar, Michael Cailas Course length: Complete the form below:

3: Gray Systems Inc. | Community Association Manager Courses | Contractor Courses

Continuing Education Each fresh disaster, whether hurricane, wildfire, flood, or tornado, and each sign of global warming, whether rising seas, recurring drought, melting permafrost, or new disease, makes the urgency of resilient design more emphatic.

What is the area of your room? The answers to these and to other similar questions of everyday life cannot be given if the person is ignorant and not educated even in such simple things which one comes across every day. It is learning of information skills, and ideas that make a person knowledgeable and thus a useful member of the society. Education is change in behavior and improvement in abilities, when ignorance is changed into knowledge and awareness. The unskilled becomes skilled and his values, appreciations and outlook on life also change in a more positive way. Education meaning change in behavior and attitudes need not necessarily be through formal schooling; it can also be imparted in a non-formal setting. When education is imparted in a free atmosphere, without the rigidity of rules and regulations associated with school or college education it is termed as non formal education NFE. Non Formal education imparts depth and meaning to that work of the recipient which he is already doing, or wants to do and thereby can make him more efficient and quite likely much more productive also. The non-formal approach to education can be described as the absence of a formal and captive way of teaching and evaluating. Non-formal education emphasizes learning. In the non-formal education; it is not necessary to put work into education because, most of the persons coming for non-formal education would already be working. Therefore; non-formal education is built around the work of the people who take up non-formal education. They live in pathetic conditions. Education in any form needs to be provided to them to improve their quality of life and to help them to participate productively in the national development. The formal education system; because of its rigid chronologically graded structure; excludes the poor from its advantages. The non-formal education, which is flexible and relevant to the lives of illiterates and the poor, needs to be encouraged. Formally educated persons can also continue their education for either self-development or higher professional advancement in a non-formal way. Though, the basic concept of non-formal education is simple, educationalists responsible for its operation has developed academic objectives for this form of education also. The academicians have introduced such objectives not only to explain the concept of non-formal education, but also as a reminder of the dissimilarities in formal and non-formal education. These centers provide many forms of non-formal education; with varied contents. Besides, the university centers of non-formal education, the Industries, voluntary organizations, state governments, religious bodies, families and individuals also carry on a variety of NFE. Considering the extent of demands in the non-formal contents, the status of NFE is valid; desirable and is improving. Even before , when NFE was launched in a big way, several efforts were made by the government and other agencies to remove illiteracy. Some voluntary agencies, particularly some Christian missionary groups, made pioneering efforts to make children and adults illiterate, but they were not particularly successful because of the enormity of the problem and the severe economic and social constraints. Eradication of illiteracy was attempted through free and compulsory formal education. Mass Literacy Movement, social education and other schemes were introduced, but all showed poor results. A major scheme was launched in to develop a large scale programme of NFE for under privileged children, youths and adults. These programmes were meant to be related to the needs and the aspirations of the learners and were to be based on local environmental conditions. This was an attempt to reach the deprived and the disadvantaged outside the formal system of education. The government of India became interested in the advancement of literacy education after independence and some steps were taken to introduce adult education. But, the progress had been slow and tardy. With growing awareness that economic and social development are linked to literacy and education, the drive for literacy has received a fresh impact. Post literacy is defined as programmes which aims are to maintain and enhance basic literacy, Numeracy and problem solving skills, giving individuals sufficient general basic work skills enabling them to function effectively in their societies. The essential aims are to prevent regression to semi-literacy or worse and to develop those higher-level literacy skills which are essential for autonomy in learning. Such skills

include context vocabulary building, increased general know ledge and its application, and the development of skills in integrating concepts into cognitive systems schema. It is especially important to develop higher skills of critical reading and to foster skills in independent problem-solving. Post-literacy programmes are designed for adults who want to strengthen their literacy skills. They may be immigrants, slum dwellers or elderly rural poor. In ail activities the objective is to sustain interest in learning and prevent regression. Literacy regression is common in any society and it is described as follows: LITERACY REGRESSION This term refers to the situation where learners, having reached a certain level or grade equivalent within a literacy programme, fall to proceed beyond that grade, lose skills and knowledge and revert to a lower grade of skill and functional knowledge; individuals who are semi-literate may revert to almost or complete illiteracy. Individuals who are almost at the neo-literate stage may revert to semi-literacy and so on. Among school pupils, it is well documerited that children who drop-out of formal education before reaching school grade V are likely to regress to almost complete or total illiteracy. Among adults, the boundary is less well-defined but premature withdrawal from adult literacy programmes inevitably leads to regression. The main problem among such people is motivation, which underlines the importance of including functional knowledge of direct and immediate relevance to the learners. Motivational aspects and the problem of regression have considerable implications for continuing education. Without it, continuing education has little meaning to neo-literates or semiliterate rates. The aim of post literacy programmes is to consolidate the basic literacy skills of speaking, reading, writing, numeracy and problem solving while at same time overtly or covertly transforming the learners into an educated whole person, who is a productive socio-economic asset to the community- bale to participate actively and productively in a nations processes of Development. In education many terms are used and many, such as the term post-1iteracy, have acquired a range of meanings. By concept is meant a general ideas or notion; and by process is meant a method of operation or a state of carrying on a procedure. By programme Is meant a structured series of learning events designed to develop concepts to foster the development of process skills and to achieve specified outcomes. Programmes may be available through the formal, non-formal or informal education channels. Vagueness in the definition relates to some disagreement about what level or skill should be acquired before an individual can be said to be literate. Modern definitions tend to focus on competency and a literate person is perceived to be one who has sufficient reading, writing and numeracy skills to be able to continue to learn alone without the continuing guidance of a teacher. Post-literacy programmes ensure that participants who have at one time reached such a level of competence, but have not adequately accepted the challenge to continue to learn, or even worse, may be in danger of regressing to partial literacy, in fact consolidate their literacy skills and advance to higher levels of competence. Programmes concerned only with reading, writing and calculating for their own sake have little meaning. Functional literacy includes the development of these traditional literacy abilities, but it ensures that such development occurs in areas reflecting the socioeconomic and cultural needs of the learners. The emphasis is on directly usable knowledge. Reading, writing and numeracy skills develop with these goals sharply in focus. Basic literacy programmes should build both technical literacy skills and functional knowledge. All continuing education seen through this definition is functional. There is little international agreement, however, about what should constitute the levels or stages of achievement in developing literacy skills and functional knowledge from illiteracy to the achievement of basic literacy. This is partly understandable because of the contrasted problems posed by different languages and cultures. The failure to proceed further may be motivational, an absence of willingness to continue to learn without the guidance of a teacher; it may be because of some inherent ability problem or because of some gap or block in achievement. Semi-literacy is a major problem in many societies, including those of developed countries such as Australia, U. Semi-literates are usually functionally illiterate. It is important to stress that technical achievement is not sufficient for an individual to be classed as a neo- literate. He or she needs to have the ability and willingness to continue as an independent learner. Post- literacy programmes are not only for semi-literates, but also for neo-literates who do not proceed beyond formal primary schooling or its equivalent. A key aim of programmes of post-literacy is to ensure that participants become adequately functional literates. Adequate functional literacy is a pre-requisite for autonomous learning and the development of a learning society. The

concept implies not just an autonomous learner but an autonomous person. At an autonomous stage of personal development, education is seen as leading to creativity, self-fulfillment and deeper values; it is seen as an on-going process. It is characterized by a learning style that probes for increasing complexity, complex patterns, toleration for ambiguity and development of broad views of the world and reflects a respect for objectivity. This concept clearly implies that if a learning society to be effective, the opportunities provided by it must be accepted and utilized by its citizens. Only autonomous learners can take maximum advantage of such opportunities, so that evaluation of a learning society depends on the development of autonomous learning. This is a major challenge for continuing education, and especially for programmes of post-literacy with their aim of achieving not only learning autonomy, but the development of an autonomous person. Three well-known terms of particular relevance to post-literacy are as follows: The term life-long education and learning denotes an overall scheme aimed at restructuring the existing educational system and at developing the entire educational potential outside the education system; in such a scheme men and women are the agents of their own education. This definition contains three basic ideas: According to this view, life-long learning is a process that involves purposive, directed learning not merely incidental learning. Post-literacy programmes are enabling forces to give participants the motivation, knowledge, skills and values required for them to undertake self-motivated lifelong learning. Adult education has been defined as engaging in courses and other educational activities organized by three teachers or sponsoring agency, and taken by persons beyond compulsory school age. Excluded is full-time attendance in a programme leading toward a high school diploma or an academic degree. Examples include courses such as diet control, football, ballroom dancing and car maintenance. Adult education as a process, however, also refers to methodologies of teaching appropriate for adults- the idea of a dragogy as distinct from pedagogy. Post-literacy programmes can benefit from a close association with adult education programmes as defined, but certainly all effective post-literacy involves adult methodologies as a process. As for any other skill it could become diffuse and fade out in time unless it is systematically strengthened. A well-designed post-literacy programme may be able to save the situation. With material designed to suit the interests of the target group, post-literacy skill should be able to reinforce and consolidate basic literacy skills both cognitively and affectively. To reach the stage of autonomous learning means to be within the grasp of being a life-long learner. Every country plans to become a learning society. Post-literacy programmes develop reading habits while at the same time enhance writing and numeracy skill. Without post-literacy programmes, or their equivalent, a learning society cannot materialize since the neo and semi-literates will not be motivated to go beyond basic literacy skills. Post-literacy programmes provide a second opportunity for the disadvantaged to become life-long learners. A keen student within a post-literacy programme has wide options from which to choose further education. Such a student can either enroll in an equivalency programme and so have the chance to enter the formal system again, or he or she can go to other types of continuing education such as vocationally-oriented income-generating programmes or others. No person is an island. Humankind is gregarious by nature.

4: Continuing education - Wikipedia

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5: CAM Continuing Education Overview | Gray Systems, Inc.

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