College of Education

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The College of Education offers programs to develop skilled and competent teachers, administrators, counselors, school psychologists, speech and language clinicians, and other specialists. College faculty also contribute to the improvement of education at local, state, and national levels through their teaching, research, and professional service.

Curricula listed in the following sections give students an opportunity for systematic study. These programs enable students to develop (1) an understanding of education’s place in a democratic society, (2) a philosophy of education consistent with functioning in that society, and (3) a conceptual base to use in relating theory to practice, which includes knowledge of human growth and development and principles of human learning.

The College of Education is accredited by all appropriate agencies, including the Kansas State Board of Education, the National Council for the Accreditation of Teacher Education, the American Speech/Hearing Association, and the National Association of School Psychologists. The college recommends appropriate teacher’s certificates be issued to those who complete requirements established by the board.

The college also offers BA degree programs in exercise science and in sport administration. The exercise science degree program prepares students for careers involving exercise physiology, physical therapy, health promotion, clinical exercise-related fields, rehabilitation, medicine, biology of exercise, research and academia, or graduate education. The sport administration degree program prepares students for careers in a variety of sport industry segments including college athletics, professional and minor league sports, park and recreation departments, sport governing associations, and sport and/or fitness centers.

Degrees Offered

Undergraduate

The college offers teaching and non-teaching programs leading to the bachelor’s degree and/or to state teacher certification at the elementary and secondary levels. The State Board of Education regulates standards for all teaching certificates; curricula offered by the college are altered as needed to meet changes in these requirements.

The programs in kinesiology and sport studies provide non-teaching routes to the bachelor’s degree. An adolescent may obtain a second bachelor’s degree in the College of Education. This requires (1) admission to the College of Education, (2) completion of a minimum of 30 credit hours in a program not required for the first bachelor’s degree, and (3) completion of all the requirements for graduation from the College of Education.

Graduate

The College of Education offers programs leading to the Master of Arts (MA) in communicative disorders and sciences; the Master of Education (MED) in counseling, curriculum and instruction, educational administration, educational psychology, physical education, sport administration, and special education; the Specialist in Education (EdS) in school psychology; the Doctor of Education (EdD) in educational administration; and the Doctor of Philosophy (PhD) in communicative disorders and sciences.

Graduate offerings include courses which help students meet requirements for state certification or licensure as principals, supervisory personnel, district school administrators, school counselors, early childhood teachers, English as a second language teachers, special education teachers, reading specialists, school psychologists, speech and language pathologists, audiologists, and gifted teachers. Other programs are available to support the continued academic and professional development of teachers. Graduate offerings are also available to support careers in sport-related businesses and exercise-related programs at all levels.

Policies

Undergraduate Admission

Students who have declared a major in one of the programs in the College of Education will be admitted directly into the college upon admission to WSU. Students are required to maintain at least a 2.500 overall grade point average to remain in good standing. Any student denied admission to the college may appeal by filing a written petition with the Standards Committee of the College of Education.

Admission to Teacher Education

Students are advised on the basis of the program (check sheet) in effect when they are admitted into teacher education rather than the program (check sheet) in effect when they began their college or university work.

Admission to the College of Education does not mean that a student is accepted into one of the certification programs in teacher education. Students must satisfy the following requirements to be admitted as a candidate for a Kansas teacher’s certificate:

1. Pass CI 271, Introduction to Education, with a grade of B or better, and pass CI 272, Preprofessional Field Experience.
2. Complete 35 hours of General Education courses with a minimum grade point average of 2.750 on the 35 hours.
3. Earn a grade of C or better in ENGL101 and 102, College English I and II; COMM 111, Public Speaking; and MATH 111, College Algebra.
4. Maintain an overall grade point average (GPA) and a WSU GPA of at least 2.500.
5. Complete a second course in mathematics above College Algebra. Students are encouraged to choose Stats. Stat, Elementary Statistics, which may be applied in the Mathematics and Natural Sciences division of the General Education Program.
6. Pass the Preprofessional Skills Test (PPST), a competency test in reading, writing, and mathematics.

To remain in good standing in the teacher education program requires a grade point average of at least 2.500 in all courses on the student’s WSU academic plan and for all work taken at WSU. Demonstrated suitability for professional practice, as determined by the teacher education faculty, is also a consideration for remaining in good standing in the teacher education program leading to certificates or endorsements indicating professional practice or achievement.

Enrollment Limits

Students enrolled in the College of Education may not enroll in more than 21 semester hours of work per semester during the academic year. Summer Session enrollments are limited to a maximum of 6 hours for each four-week session or 12 hours during the Summer Session. Students who have completed at least 24 hours at WSU with a WSU grade point average of 3.00 or better may petition their department chairperson for permission to enroll in excess hours.

Probation and Dismissal

Students in the College of Education are placed on probation at the conclusion of any semester in which their overall WSU grade point average falls below 2.500. These students will be on probation if their grade point average for each subsequent semester while on probation is not at least 2.500. Students who fail to earn at least a 2.500 for any semester while on probation may be dismissed for poor scholarship. Students on probation are limited to a maximum enrollment of 12 hours per semester.

Students may not be academically dismissed at the end of a semester unless they began that semester on academic probation. Also, students may not be academically dismissed from the College of Education before they have attempted a total of 12 semester hours at WSU after being placed on probation.

Students dismissed for poor scholarship may reenroll only with the special permission of the Standards Committee.

Students who have been dismissed for academic reasons may seek readmission to the College of Education by appealing in writing for an exception to the regulation. The College of Education requires petitioners to meet with an academic counselor, and to prepare a written petition which is considered by the Standards Committee of the College of Education and then for-
warded to the University’s Committee on Admissions and Exceptions for final action.

Academic counseling and advanced planning require careful attention and time. Thus, students should secure their recent academic records, complete their petition, and have their re-admissions counseling session in advance of the semester for which they wish to be readmitted.

Students develop their own cases for readmission. They should center their petitions around reasons for their failure and presentation of evidence for probable future success.

Transfer Students
Transfer students admitted on probation must complete at least 12 semester hours of credit work and achieve a 2.500 grade point average on work at Wichita State before probation is removed.

Students on probation normally are limited to a maximum load of 12 hours per semester, although exceptions may be made by the Associate Dean of the College of Education. The limitation of 12 hours also applies to students who have declared a transition semester.

All students who have accumulated 12 attempted credit hours after being placed on probation and who do not have a 2.500 grade point average for the most recent semester or Summer Session will be academically dismissed. Students who have been dismissed may seek readmission to the College of Education by appealing, in writing, for an exception to the regulations.

Cooperative Education Internships
The College of Education is one of the participating colleges in the University’s Cooperative Education Internship Program. This program is designed to provide off-campus, paid work experiences that integrate, complement, and enhance the student’s regular academic program. Students are placed in a variety of educational experiences which range from early childhood through university settings. Participation in the program requires enrollment for credit in specific Cooperative Education courses designated by the appropriate academic department in the college. To enroll in the program or for more information, students should contact the Cooperative Education coordinator.

Professional Development School Opportunity
A Professional Development School (PDS), a collaboration between school and University faculty and staff, supports effective teaching practices, integration of intern and teacher learning with instructional programs, collegiality, inquiry, and dissemination of new knowledge. This design provides an environment which mixes the best of theory, research, and practice and provides an exciting alternative to the current teacher education program. In the PDS program, students spend 10 to 12 hours a week at one of the PDS complexes (either the elementary, middle school, or high school). The eight professional courses plus a portion of elective hours are delivered at the complex. Students interested in applying for the program should contact the chairperson of the Department of Curriculum and Instruction.
Transition-to-Teaching Program
For those individuals who have undergraduate degrees in major fields that are transferable to secondary certification, and in areas of high need, there is an alternative route to completing teacher certification. All of the standards of the traditional teacher education program are required, but the model of delivery is designed to meet the needs of schools and adults making the transition from another career into teaching.

Requirements for Graduation
Several sets of graduation requirements apply to undergraduates in the College of Education seeking a Bachelor of Arts (BA) in education or the institution's recommendation for a teaching certificate.

Students should study carefully the requirements for their particular area of study.

Under Kansas Department of Education policies students are expected to complete all program requirements in effect at the time they are admitted into teacher education. Students transferring to the College of Education will be advised on the basis of the program (check sheet) in effect when they are admitted into teacher education rather than the program (check sheet) in effect when they began their college or university work.

For graduation from the College of Education, students must satisfactorily complete all program requirements, complete a minimum of 124 semester hours of credit, have at least a 2.500 grade point average in the major field, and have at least a 2.500 overall grade point average.

Requirements for Teacher Certification
All graduates applying for teacher certification in Kansas are required to complete the Principles of Learning and Teaching (PLT) examination established by the Kansas State Department of Education in order to qualify for their initial certificate. A grade of C or better in student teaching is necessary to receive a recommendation for a teaching certificate.

Prospective teachers in specialized fields of art and music are subject to certain departmental requirements and the general and professional education requirements listed under secondary education. (Students planning to teach fine arts should consult the College of Fine Arts section of the Catalog.)

General Education
A total of 42 hours of General Education courses is required for all students in the college, including the following requirements for graduation:
I. Basic Skills courses (12 hours) to be completed with a grade of C or better.
ENGL 100 or 101 and 102, College English I and II (6 hours)
COMM 111, Public Speaking (3 hours)
MATH 111, College Algebra (3 hours)
CDS, Exercise Science, and Sports Administration majors may take either Math 111, College Algebra (3), or Math 131, Contemporary Mathematics (3).
II. Distribution requirements
A. Fine Arts and Humanities
   One introductory course from a fine arts discipline.
   One introductory course from two humanities disciplines.
   One further study course from the same discipline as one of the introductory courses above, or an issues and perspectives course in fine arts or humanities.
B. Social and Behavioral Sciences
   One introductory course each from two different social and behavioral science disciplines.
   One further study course from the same discipline as one of the introductory courses above, or an issues and perspectives course in social and behavioral science.
C. Mathematics and Natural Sciences
   One introductory course each from two different mathematics and natural science disciplines.
   One further study course from the same discipline as one of the introductory courses above, or an issues and perspectives course in mathematics and natural science.

An introductory course meets General Education objectives and serves as an introduction to the discipline. A further study course is taken in a discipline once a student has completed an introductory course in the same discipline. An issues and perspectives course is an interdisciplinary course or one which informs students of issues or problems from a disciplinary perspective. Students may take either a second course in a discipline represented by an introductory course or an issues and perspectives course from the division housing that discipline. Students must complete at least one and not more than two issues and perspectives courses to fulfill General Education requirements. Courses within the student's major discipline do not count toward General Education requirements.

College of Education Specific Requirements
In addition to or as part of the University General Education requirements listed above, students applying for a degree from the College of Education or for teacher certification must have PSY 111. Students seeking teacher certification must also take Stat. 370 or any higher-level math course.

Professional Education
Professional education requirements in areas of specialization and additional General Education requirements in these areas are summarized on the following pages.

Communicative Disorders and Sciences
I. General Education
   Students majoring in communicative disorders and sciences are expected to meet all General Education requirements. In Social and Behavioral Sciences, courses must be taken in two different departments. At least 3 hours of psychology are required.
II. Professional Education
   Preprofessional Block
   Course   Hrs.
   CI 271, Introduction to Professional Education. . . . . .2
   CI 272, Field Experience...........................................1
Block I
   CESP 334, Growth and Development..........................2
   CI 430, Social/Multicultural Education.........................3
   CI 320, Introduction to Exceptional Children.................2
   CI 311, Field Experience/Block I................................1
Block II
   CESP 433, Learning and Evaluation............................3
   CI 328, Curriculum, Instruction, Management and Technology..................5
   CI 312, Field Experience/Block II...............................1
III. Elementary Specialization
   In addition to the General Education requirements and the professional education sequence, students majoring in elementary education must fulfill the teaching specialty emphasis of the elementary program. Students should work closely with a faculty advisor in the College of Education to be sure they meet certification and degree requirements. A check sheet of requirements is available from the College of Education.

Secondary Education
I. General Education
   Students majoring in secondary education should meet the requirements in the General Education Program as listed above.
II. Secondary Teaching Major
   Students must fulfill the teaching specialty emphasis of a program as specified in the teaching field section that follows. Only those specialties listed among the combined curricula and departmental majors and minors (in the majors and minors section) may be counted.
III. Professional Education
   The following courses are required:
   Preprofessional Block
   Course   Hrs.
   CI 271, Introduction to Professional Education. . . . . .2
   CI 272, Field Experience...........................................1
For majors in math, science, social studies, English

Block I
Course Hrs.
CESP 334, Growth and Development............. 2
CI 430, Social/Multicultural Education........... 3
CI 320, Introduction to Exceptional Children...... 2
CI 311, Field Experience/Block I............... 1

Block II
CESP 433, Learning and Evaluation.............. 3
CI 328, Curriculum, Instruction,
Management and Technology..................... 5
CI 312, Field Experience/Block II.............. 1

In addition to the General Education requirements, the professional education sequence, and the requirements for the major, secondary students must complete the pre-student teaching and the student teaching requirements. Students should work closely with a faculty advisor in the College of Education to be sure they meet certification and degree requirements. A check sheet of requirements is available in the College of Education.

For majors in physical education, art, music

Block I
Course Hrs.
CESP 334, Growth and Development............. 2
CI 430, Social/Multicultural Education........... 3
CI 320, Introduction to Exceptional Children,
or ART E 518, Art for the Exceptional Child,
or MUS E 611, Music for Special Education,
or KSS 360, Adaptive PE.......................... 2
CI 311, Field Experience/Block I............... 1

Block II
CESP 433, Learning and Evaluation.............. 3
CI 328, Curriculum, Instruction,
Management and Technology..................... 5
CI 312, Field Experience/Block II.............. 1

In addition to the General Education requirements, the professional education sequence, and the requirements for the major, secondary students must complete the pre-student teaching and the student teaching requirements. Students should work closely with a faculty advisor in the College of Education to be sure they meet certification and degree requirements. A check sheet of requirements is available in the College of Education.

For majors in music education

For other requirements, see Music Education, College of Fine Arts.

For majors in art education

For other requirements, see Art Education, College of Fine Arts.

Secondary Teaching Fields
The major is generally no fewer than 30 semester hours. (For specific exceptions see the combined curricula programs.) Students may elect certain of the majors offered in Fairmount College of Liberal Arts and Sciences, the College of Fine Arts, or the College of Education. Students meet the specific course requirements of the department in which the major is offered. For example, students may elect to major in art because they wish to become high school art teachers. To do so, they complete the art major as prescribed by the School of Art in the College of Fine Arts. In addition, they complete the University’s General Education requirements, the professional education sequence, and other requirements for the teacher’s certificate prior to graduation. Students should work closely with a faculty advisor in the College of Education to be sure they meet certification requirements. A check sheet of requirements for each teaching field is available from the College of Education.

The selection of teaching fields is made with an academic advisor representing the College of Education. The teaching field or major should be declared no later than the beginning of the junior year. Students who plan to teach in secondary schools may select their major and minor from the fields given below. The minor will not qualify a student to teach unless special arrangements have been made in advance.

During the junior year all candidates should meet the requirements for the B.S. or B.A. degree. A check sheet of requirements for each teaching field is available from the College of Education.

Majors and Minors

Art* English language and literature*
Mathematics
Music*
Physical education
Science*
Chemistry
Natural sciences—biological
Natural sciences—physical
Physics
Social studies

Minors Only

Earth-space science
General science
Health
Journalism
Library media
Speech communication
Teaching English to speakers of other languages

*Needs no minor.

Combined Curricula
The teaching assignment after graduation often involves a combination of related subjects. For this reason intensive study in the following combined disciplines is offered in lieu of a departmental major and minor.

Students should work closely with advisors to ensure proper course selection for certification and degree. A check sheet of requirements for each teaching field is available from the College of Education.

Natural Science—Biological
This major requires a minimum of 50 hours. A teacher who qualifies under this provision may teach chemistry and general science as well as biology.

Natural Science—Physical
This major requires a minimum of 50 hours. A teacher who completes this program may teach chemistry, general science, and physical science.

Administration, Counseling, Educational and School Psychology
The Department of Administration, Counseling, Educational and School Psychology offers courses at the undergraduate level taken by students both in and outside of the College of Education. In addition, the department offers programs leading to the Master of Education (MEd) in educational administration, the MEd in counseling, the MEd in educational psychology; the Specialist in Education (EdS) in school psychology; and the Doctorate of Education (EdD) in educational administration.

Counseling, Educational and School Psychology (CESP)

Lower-Division Courses

CESP 150. Workshops in Education (1-2).

Upper-Division Courses

CESP 334. Growth and Development (2). Examines developmental theories and principles in the dimensions of physical, cognitive, and psychosocial growth. Explores the social and cultural contexts in which growth and development occur. Students demonstrate openness and objectivity towards issues and theories by inspecting their own biases. Prerequisites: FY S111, acceptance into teacher education program, and concurrent enrollment in CI 311, 320, 430.

CESP 433. Learning and Evaluation (3). Examines the nature of learning and memory; learning strategies, individual differences, and social factors influencing learning. Also examines effective use of measurement instruments, observations, questioning strategies, and grading plans. Students learn to apply psychological and evaluation principles to teaching and learning. Prerequisites: CESP 334, CI 311, 320, 430.

CESP 450. Workshops in Education (1-4). Accommodates a variety of topics related to counseling, guidance, and communication issues in helping relationships. May emphasize different preselected topics during a semester. Repeatable for credit.

CESP 490. Independent Studies (1-3).
Courses for Graduate/Undergraduate Credit

CESP 701. Introduction to Educational Research (3). An introduction to research in education. Includes (1) a survey of current educational research, (2) the nature of research methodology, (3) the preparation of research reports, and (4) criticism of current research.

CESP 704. Introduction to Educational Statistics (3). An introduction to statistics, including measures of central tendency, measures of variability, correlation, chi square, median test, t test, correlated t test, and one-way and two-way analysis of variance.

CESP 707. Child Abuse and Neglect (1). Acquaints students with the etiological factors, potential indicators, consequences, reporting procedures, and treatment strategies associated with child abuse and neglect. Covers DSM-IV diagnostic categories associated with abuse and neglect.

CESP 728. Theories of Human Development (3). Describes what developmental theories are, what they do, where they come from, how they work, and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of human development. Focuses on those theories which helped shape the way we currently view human development as well as significant new perspectives which may shape the way we view it in the future. Prerequisites: CESP 334, PSY 334 or equivalent, and CESP 701 or equivalent, or instructor’s consent.

CESP 750. Workshops (1-6).

CESP 752. Special Studies in Education (1-3). For students with personnel and guidance interests. May emphasize different prescheduled areas during a semester. Repeatable with advisor’s consent. Prerequisite: Instructor’s consent.

Courses for Graduate Students Only

CESP 802. Introduction to Interaction Process (1). SU grade only. Laboreatory approach to an examination of the counselor’s role in the counseling process. Helps the prospective counselor develop basic interviewing skills as a foundation for more advanced techniques used in the counseling process. Prerequisite: Counseling major or departmental consent. To be taken concurrently with CESP 804.

CESP 803. Counseling Theory (3). Study of selected theories of counseling. Prerequisite: Admission to counseling or school psychology program or instructor’s consent.

CESP 804. Principles and Philosophy of Counseling (3). The development of a guidance philosophy, including a study of the helping relationship and the services that are part of school, agency, and other institutional settings. Prerequisite: admission to counseling program or instructor’s consent.

CESP 808. School Psychology Professional Issues (3). Examines roles and functions of school psychologists within the context of historical foundations of the profession. Uses lecture, discussions, observations in schools, and presentations by field-based school psychologists to acquaint students with the kinds of problems with which school psychologists typically work, the methods they employ to deal with problems, social systems in which these endeavors occur, and professional issues that shape and characterize the profession.

CESP 810. Elementary School Counseling (3). The role of the elementary counselor in providing individual and group counseling, group guidance, and consultation in the school setting. Prerequisites: CESP 701, 704, 803, and 804, or instructor’s consent.


CESP 815. Career Development (3). For master’s-level students interested in assisting students and adults in career development and related concerns. Covers (1) career development of individuals across life span, (2) sources and organization of information, (3) assessment designs and career intervention techniques, and (4) career decision-making/planning processes. Includes hand-on experience with a variety of assessment methods and intervention techniques and theory-based career decision-making strategies for career interventions. Prerequisites: CESP 803 or 804 or instructor’s consent.


CESP 820. Learning Theory and Instruction (3). Applications of some major learning theories and learning principles. Prerequisite: CESP 701 or departmental consent.

CESP 821. Multicultural Issues in Counseling (3). Students acquire knowledge and skills that enable them to offer help to individuals in a multicultural environment. Focuses on developing a sense of the student’s own cultural identity, increasing sensitivity to cultural differences in help-seeking attitudes and behaviors, and understanding how the potential sources of cultural misunderstanding, biases, and prejudice may affect their counseling effectiveness. Prerequisites: CESP 701, 803 or 804, or instructor’s consent.

CESP 822. Assessment in Counseling (3). Survey and study of standardized tests and their application in counseling, emphasizing their selection, use, and interpretation. Studies the basic concepts pertaining to the interpretation of psychological tests and inventories, including basic measurement theory and the factors involved in the selection of tests. Prerequisites: CESP 701 and 704; CESP 803 or 804.

CESP 823. Experimental Design in Educational Research (3). Focuses on the use of inferential statistics for various experimental designs. Parametric topics covered include t-test, one-way and factorial analysis of variance and covariance (with and without repeated measures), post-hoc comparisons, and simple and multiple regression. Also covers selected non-parametric statistics. Develops all statistics through practical application with computer programs. Prerequisite: CESP 704 or instructor’s consent.

CESP 824. Techniques of Counseling (3). Examines and practices techniques of counseling through simulated counseling situations and extensive examination of counseling case studies. Prerequisites: CESP 728, 821, 822, and counseling major or departmental consent.

CESP 825. Group Counseling Techniques (3). Examines different kinds of groups, group selection, communication patterns in groups, and issues to be addressed in group settings. Prerequisites: CESP 728, 803 (or concurrent enrollment), 804, and counseling major or departmental consent.

CESP 833. Secondary School Counseling (3). Provides information and skills needed for counseling in secondary schools. Prerequisites: CESP 701, 704, 803, and 804, or instructor’s consent.

CESP 836. Biological Principles; and Psychological Functioning for School Psychologists (3).

CESP 837. Family Issues in Counseling (2). Teaches basic family processes and how they impact the growth and development of children and adolescents. Covers family systems theory, the family life cycle, cultural and social influences on families, healthy family functioning, the impact of substance abuse on the family, and the unique challenges faced by single parent and blended families. Presents basic family assessment and therapy techniques. Prerequisite: Graduate standing.

CESP 840. Psychology of Exceptional Children (3). Study of the conceptual and theoretical formulations, empirical evidence, and research concerning behavioral characteristics of exceptional children.

CESP 845. Professions School Counseling (3). The role of the professional school counselor in providing counseling, guidance, and consultation services in students, staff, and parents in Pre-K12 settings will be covered in this course. Prerequisites: Admission to the counseling degree program, CESP 803 and CESP 804 or department consent.

CESP 852. Special Studies (1-3). Covers specific topics identified by the department in consultation with institutions or groups of graduate students. Course procedures vary according to topic. Repeatable. Prerequisite: instructor’s or departmental consent.

CESP 853. Law, Ethics, and Multicultural Issues for School Psychologists (3). For school psychology students and practicing school psychologists. Covers issues of legislation, litigation, professional ethics, and cultural diversity that impact the practice of school psychology. Prerequisite: Admission to the school psychology program or instructor’s consent.

CESP 855. Individual Intelligence Assessment (3). Use of individual tests for assessment of intelligence. Examines the
nature of intelligence, theory, administration and interpreta-
tion of selected individual intelligence tests, and critical issues
related to the assessment of intelligence. Includes case simu-
lated and practice activities. Prerequisites: CESP 822 and
instructor’s consent.

CESP 856. Counseling Practicum (3). Supervised practice
in counseling. Requirements include at least 60 hours applied
experience. Repeatable for credit. Prerequisites: CESP 820
within the last calendar year, coordinator’s consent, and
counseling major or departmental consent.

CESP 857. Professional and Ethical Issues (3). Study of
major ethical, legal, and professional issues in counseling,
including those issues related to diagnosis and treatment of
mental illness using the DSM-V. Prerequisites: CESP803, 821,
822, or instructor’s consent.

CESP 858. Diagnostic Testing (3). An in-depth examina-
tion of the assessment process. Studies the theory and uses of
individual assessment techniques for evaluating the learning
difficulties of preschool and school-aged children. Empha-
sizes planning the assessment, interpreting and integrating
assessment data, proposing relevant interventions, and com-
municating assessment findings to others. Prerequisites: CESP 820, 855, and instructor’s consent.

CESP 859. School-Based Interventions (3). Focuses on
planning, implementing, monitoring, and evaluating inter-
ventions in the school setting with students who are experi-
erencing academic and/or behavioral problems. Prerequisite:
CESP 822 or departmental consent.

CESP 860. Seminar in Research Problems (1). Develop-
ment and presentation of research proposals. Required of stu-
dents enrolled in thesis programs.

CESP 862. Presentation of Research (1-2). A project sub-
mitted in thesis manuscript form. Repeatable for a maximum
of 2 hours of credit. Prerequisite: CESP860.

CESP 875-876. Master’s Thesis (2-2). Prerequisite: CESP
860.

CESP 890. Special Problems (1-3). Directed reading and
research under the supervision of a graduate instructor. Pre-
quisite: departmental consent.

CESP 914. Consultation Techniques (3). Intensive study of
the literature in counseling, school psychology, social psy-
hcology, and administration that provides a basis for consult-
tation techniques in the interpersonal context of school and
work settings.

CESP 930. Marriage and Family Counseling II (3). An
advanced course on marriage and family counseling, includ-
ing theory, techniques, and research in the field. Prerequisite:
CESP 830, 830, 30 graduate hours or instructor’s consent.

CESP 934. Personality Assessment (3). Focuses on theory
and interpretation of instruments representing three major
approaches to personality assessment: projective techniques,
behavioral techniques, and personality inventories. Includes
alternative personality assessment approaches and reviews of
personality theory and psychopathology. Includes super-
vised experience. Prerequisites: CESP822, 835, post-master’s
standing or last 6 hours of master’s program, and instruc-
tor’s consent.

CESP 946. Practicum in School Psychology (3 or 6).
Supervised practice in providing school psychological serv-
ices to children in school, clinical, or community agency set-
tings. Requires at least 300 hours applied experience per 3
hours of credit. Repeatable for a maximum of 6 hours. Pre-
quisite: departmental consent.

CESP 947. Internship in Counseling (2). The internship is
a placement appropriate to the intern’s career objectives in a
position within an agency, institution, or school. The student
and University supervisor develop goals and objectives that
enhance the student’s level of professional functioning.
Repeatable up to 6 hours of credit.

CESP 977. Internship in School Psychology (2). Super-
vised experience as a school psychologist in a school or
agency setting. Requires at least 600 hours of applied experi-
ence. Repeatable for a maximum of 4 hours. Prerequisites:
CESP 946 and departmental consent.

CESP 990. Special Problems in Counseling and School
Psychology (1-3). Directed problems in research for EdS stu-
dents under supervision of a graduate instructor. Prerequi-
tes: CESP701 and instructor’s consent.

Educational Administration
and Supervision (EAS)

Courses for Graduate/Undergraduate Credit

EAS 750. Experienced Administrator’s Workshop (1-6).
Offers a variety of administrative topics.

EAS 752. Special Studies in Educational Administration
and Supervision (1-3). Group study in a preselected spe-
cialized area of educational administration and supervision.
Repeatable for credit with departmental consent. Prerequisite:
departmental consent.

Courses for Graduate Students Only

EAS 803. Seminar: Professional Self-Assessment and
Inquiry (3). Participants engage in self-assessment and ade-
quacy for becoming a school administrator. Includes discussing
and learning issues and techniques for measurement in the
cognitive, affective, and psychomotor domains. Also reviews
the basics of educational research, the nature of research
methodologies, and methods for the preparation of research
reports. Prerequisite: admission to the MEd in educational
administration or instructor’s consent.

EAS 805. Practicum: School Opening I (1). Participants
engage in preparing to open their school for the fall semester
with their principal/mentor; participate in an inquiry project
in their local school; and read and critique current research lit-
erature and analyze how that research can assist in their
school. Prerequisite: admission to the MEd in educational
administration or instructor’s consent.

EAS 813. Seminar: Introduction to Educational Leader-
ship and School Finance (3). Discuss educational philoso-
phy, personal goal-setting, and educational administration
models. Includes (a) an examination of educational founda-
tions and the major theories of administration and application
to specific problems, and (b) an overview of administration of
the school district, especially problems involving the commu-
nity and staff. Examine theoretical concepts related to finan-
cial planning and building resources. Review knowledge nec-
essary to plan and organize work groups, projects, and the
resources necessary to carry out day-to-day functional activi-
ties of school. Prerequisite: admission to the MEd in educa-
tional administration or instructor’s consent.

EAS 815. Practicum: Introduction to Educational Lead-
ership and School Finance (3). Spend time in schools iden-
tifying how major theories of administration apply to specific
problems in the school and how the school interacts with the
district and the community. Apply financial planning con-
cepts to the school setting and manage the day-to-day finan-
cial and other resources allocation to schools. Prerequisite:
admission to the MEd in educational administration or
instructor’s consent.

EAS 823. Seminar: Interpersonal Relations and Super-
vision (3). Examine the theoretical concepts related to clini-
cally oriented supervisory models and explicit teaching
approaches. Study formative evaluation concepts focusing
on performance issues related to actual teaching situations
and the teacher’s guided analysis of these issues. Review the
responsibility of the supervisor for planning and organizing
staff development activities. Examine processes involved in
the development of interpersonal skills. Engage in simulat-
ed exercises to acquire interpersonal skills desirable for
group collaboration and communication. Prerequisite: admissi-
on to the MEd in educational administration or
instructor’s consent.

EAS 825. Practicum: Interpersonal Relations and Super-
vision (3). Apply the concepts of clinical supervisory models
and specific teaching approaches, emphasizing formative
evaluation strategies which focus on performance issues gen-
erated from actual teaching situations and the teacher’s guid-
ed analysis of these issues. Cover preparation of the supervi-
sor’s role in planning and organizing staff development activi-
ties. Apply concepts of formative evaluation and staff devel-
oment using interpersonal and group process skills. Observe,
analyze, and reflect upon supervisory techniques and
interpersonal skills in the school setting. Prerequisite: admissi-
on to the MEd in educational administration or
instructor’s consent.

EAS 830. Practicum: School Closing (1). Engage in closing
the school year with a principal/mentor. Prerequisite: admis-
sion to the MEd in educational administration or instructor’s
consent.

EAS 831. Seminar: Human Development and Managing
the Learning Environment (3). Examine developmentally
appropriate practices in the classroom for student learning
and behavior management. Includes discussion of developmental psychology sufficient to interpret human developmental patterns and their behavioral implications. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 832. Practicum: School Opening 2 (1). For a second time, prepare to open a school for the fall semester with a principal/mentor and participate in an inquiry project in the local school. Read and critique current research literature and analyze how that research can assist in the school. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 833. Seminar: School Law and Personnel Management (3). Examine concepts related to staffing issues, including selection and recruitment, certification, orientation, staff development, evaluation, transfer and dismissal, and retirement. Cover general concepts of law, interpretations of statutes and court decisions affecting education, and the legal responsibilities of school personnel and professional negotiations. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 834. School Plant and Facilities (3). Planning new educational facilities based upon educational programs. Includes the evaluation of existing schools, remodeling, and operation and maintenance of present school plant. Prerequisite: master’s degree or instructor’s consent.

EAS 840. Special Problems in Administration (1-4). Directed problems in research for master’s students primarily under supervision of a graduate instructor. Prerequisite: instructor’s consent.

EAS 947. Post Program District Level Internship (3). A two semester course designed for individuals who have a conditional leadership certification license and a full time position in a district level program. The course focuses on the performance expectations of district-level administrators as identified in the BSSLIC standards and KSDO certification guidelines. The student works under the guidance of a mentor who, together with the university clinical supervisor, assesses the interns performance level.

EAS 948. Seminar: School Law and Personnel Management (3). Apply the concepts related to selection, recruitment, certification, orientation, staff development, evaluation, transfer, dismissal, and retirement. Apply general legal concepts and statutes to various situations and personal/professional liability. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 949. Seminar: Curriculum and Learning Theory (3). Examine theoretical concepts related to curriculum philosophies and developmental processes. Examine recent programs and proposals as well as curriculum development at the building and school system levels. Review techniques of program evaluation and major learning theories and principles. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 950. District-Level Personnel Administration (3). This course is designed for those students preparing to become district level school administrators in general and school superintendents in particular. The course focuses on the selection, retention, development, and evaluation of the panoply of personnel that comprise a typical school district. Particular emphasis is placed on hiring practices, staff development, conflict resolution, and contract management. Prerequisite: Admission into the district-level certification program.

EAS 956. District-Level Personnel Administration (3). This course provides the knowledge and skills necessary to propose, implement, and evaluate various building programs. Address applications of prevailing major learning theories and principles as they relate to academic and behavioral aspects of the classroom. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 957. Practicum: Curriculum and Learning Theory (3). Apply the concepts of curriculum theories and development, emphasizing skills necessary to propose, implement, and evaluate various building programs. Address applications of prevailing major learning theories and principles as they relate to academic and behavioral aspects of the classroom. Prerequisite: admission to the MEd in educational administration or instructor’s consent.

EAS 958. Special Studies in Educational Administration and Supervision (1-2). Group studies in new materials, new research, or innovations in advanced educational administration and supervision areas for practicing administrators or advanced students. Repeatable for credit with departmental consent. Prerequisite: departmental consent.

EAS 959. Technologies for Academic Writing in Educational Administration (3). Allows practicing administrators to gain knowledge of the doctoral program process through the use of various software packages used to collect and analyze data in Educational Administration and Supervision. Also introduces expectations for academic writing at the doctoral level. Students must own a Macintosh computer (preferably a Powerbook) and be reasonably familiar with the Macintosh operating system, Microsoft Excel, EndNote Plus, and Microsoft Word. Prerequisite: admission to the EdD program in EAS.

EAS 960. Field-Based Research I (1). This is the first in a sequence (Fall, Spring, Summer) that provides opportunities for field work leading to the EdD dissertation proposal. Prerequisites: admission to the EdD program; EAS 981, 982, and concurrent enrollment in EAS 972.

EAS 961. Applied Inquiry Seminar I (3). Follows EAS 960 and continues field-based research activities and development of dissertation proposals. Prerequisites: admission to EdD program, EAS 961 and 987 and culminates the field-based sequence. Prerequisites: admission to EdD program; EAS 986 and 987.
EAS 989. Advanced Research Methods in Educational Administration (3). Prepares students to examine research design techniques appropriate for use in educational administration and specifically for doctoral dissertations. Includes qualitative and quantitative research methodology, statistical tools and techniques for analysis of data, and examination of software designed to assist researchers in educational administration. Prerequisites: EAS 981, 982, 983, and 986.

EAS 990. Special Problems in Administration (1-4). Directed problems in research for specialist and doctoral degree students under supervision of a graduate instructor. Prerequisite: instructor’s consent.

EAS 992. Superintendency/Internship (6). Two-semester course designed primarily for individuals who are completing course work to obtain certification as a district-level administrator. Focuses on the role expectations of district-level administrators and includes field experiences designed to emphasize knowledge and skill in administrative practices and procedures. Work is designed for each student’s projectable administrative interest. Students must file an application for this terminal course.

EAS 999. Dissertation Research (1-6). Taken concurrently with EAS 986, 987, and 988 for 6 credits each semester during the last year of enrollment. Provides students with dissertation proposal and dissertation advisement and may be taken for 1-6 credits per term for a maximum of 24 credits. Up to 17 credits may be counted toward program completion. Prerequisites: admission to EdD program in EAS and required doctoral course work.

Communicative Disorders and Sciences (CDS)

The Department of Communicative Disorders and Sciences provides academic and clinical education for students at Wichita State University who wish to work with communicatively handicapped children and adults. The undergraduate program offers broad, comprehensive, and professional preparation for specialized training, which is offered on the graduate level. Graduate work, culminating in a master’s degree, is required to obtain professional certification as a speech-language pathologist or audiologist in the public schools, hospitals, or rehabilitation centers, or to engage in private practice. With an undergraduate, professional major, students completing the master’s program will be eligible to apply for certification by the American Speech-Language-Hearing Association, for a Kansas teacher certificate, and for Kansas licensure. The PhD in communicative disorders and sciences prepares individuals to function professionally as independent clinicians, as teacher-scholars in an academic setting, or as program administrators.

Undergraduate Major

The professional, undergraduate major places primary emphasis on the general area of communicative sciences and disorders in the specialized areas of speech-language pathology and audiology. Supervised practicum courses are required as part of the educational program.

Students should make formal application for practicum courses one semester prior to enrollment. Evaluation of the student’s speech, language, and hearing proficiency will be conducted. Significant deviations in any area must be corrected to maximum ability before enrollment in practicum courses or student teaching. In addition, medical clearance is required for all observation and practicum classes. Admission to a major in CDS does not constitute assurance of automatic entrance into the practicum or student teaching sequence.

Undergraduate students may major in communicative disorders and sciences in either the College of Education or Fairmount College of Liberal Arts and Sciences. Most students take the program in the College of Education, but those wishing to emphasize applied language study may enroll in the communicative disorders and sciences major in Fairmount College of Liberal Arts and Sciences. In either case, all students must satisfy the General Education requirements of the University. Students in the College of Education must select certain courses from the General Education Program that will satisfy teacher certification requirements. These are stated under general requirements at the beginning of the College of Education section of the Catalog.

The major consists of a combined curriculum in speech-language pathology and audiology. It consists of a minimum of 30 hours. Students should work closely with advisors to ensure proper course selection for certification and degree. A check sheet of requirements is available from the College of Education and the department office, 113 Hubbard Hall.

Applied Language Study in Fairmount College of Liberal Arts and Sciences

The major with emphasis in applied language study consists of a minimum of 36 hours. Students should work closely with advisors in the College of Education and Liberal Arts and Sciences to ensure proper course selection for the degree. A check sheet of requirements is available from the College of Education and from Fairmount College of Liberal Arts and Sciences.

Teacher Education Certification

One full semester of practicum in the public schools is required at the graduate level for all students working toward certification as speech-language pathologists or audiologists in an educational setting.

Students must apply for practicum in an educational setting at least one semester in advance of practicum work. They must have a minimum overall grade point average of 3.000; a 3.000 average in the major field; a grade of C or better in English 101 and 102 and in Communication 111, or their equivalents; and the recommendation of the major department.

Clinical Certification

The communicative disorders and sciences undergraduate preprofessional major may be applied toward certification by the American Speech-Language-Hearing Association. This certification requires a master’s degree, with major emphasis in speech-language pathology or in audiology.

Undergraduate Minor

A minor in communicative disorders and sciences consists of 18 hours and may be earned in either the College of Education or Fairmount College of Liberal Arts and Sciences. The following courses are recommended for a minor unless other arrangements are made: CDS 111, 232, 300, 304, 306, and 501. Arrangements for the minor should be made in consultation with an advisor in the Department of Communicative Disorders and Sciences.

Other Requirements

Participation in the department’s clinical practicum courses requires that a student obtain medical clearance prior to the start of the course. This requirement is indicated in the individual course descriptions. Procedures to be followed may be obtained from the department office. In addition, students who participate in active clinical practice during the year must purchase professional liability insurance from the department in the amount of not less than $1,000,000/$3,000,000. This must be done each year the student is enrolled in practicum courses.

CDS 770, Communicative Development and Disorders, is a general survey course and may not be used as part of a major or minor in communicative disorders and sciences at the undergraduate or graduate level without departmental consent.

Special Certificate Program

The Department of Communicative Disorders and Sciences offers a certificate program for interpreter development in Signing Exact English (SEE). The Educational Interpreter Development Certificate Program: Signing Exact English helps classroom interpreters or others interested in the deaf or hard of hearing attain sufficient signing competence to meet or exceed Level 3 (Intermediate) performance on the Educational Interpreter Performance Assessment (EIPA). The program requires 19 credit hours and generally can be completed in one academic year, including the summer session. Contact the department office for details.

Clinical Services

Clinical services for members of the community with speech, language, or hearing disorders, as well as students enrolled at Wichita State, may be arranged with the Speech-Language-Hearing Clinic. Fees are charged for these services.

General

Admission to courses is possible with a minimum grade of C in each stated prerequisite or its judged equivalent, or with departmental consent, unless otherwise specified in the course description.

Lower-Division Courses

CDS 111. Disorders of Human Communication (3). An orientation to disorders of human communication, communicative and psychosocial problems commonly encountered, and general approaches to habilitation.

CDS240. Introduction to Deaf and Hard of Hearing (2). Reviews history and philosophies contributing to present trends in education of the deaf. Introduces state and federal laws addressing services to the deaf and hard of hearing, as well as certification and evaluation requirements for teachers and interpreters. Includes a look at etiology of deafness, interventions, and devices for the deaf.

CDS260. Signing Exact English I (2). Introduces to the theory and use ofSigning Exact English (SEE) as a means of communication with the hearing impaired. Independent outside practice is necessary to facilitate skill.

CDS270. American Sign Language I (3). Focuses on the use of American Sign Language as used by the American deaf community. Development of basic communication skills leads to basic conversational skills in ASL.

Upper-Division Courses

CDS330. Educational Interpreting (2). Addresses the professional development, roles, ethics, confidentiality, and responsibilities of interpreters in educational settings. Includes interpreting principles. Covers ways to efficiently integrate the role of the interpreter into the educational system, as well as current issues in the field of educational interpreting. Prerequisites: CDS 240 and 260.

CDS340. Pragmatic Process and Analysis in SEE (3). Introduces the pragmatic process required of the interpreter to analyze, organize, and prioritize information from a source for its accurate conveyance. Focuses on diagnosing at an early stage breakdowns of interpreting, followed by strategies for improvement of skills. Prerequisites: CDS 240, 260, 330, 360, and 380.

CDS345. Refining Interpreting Techniques in SEE (3). Provides strategies for improving vital skills in expressive and receptive interpreting. Addresses such issues as reading signs, non-manual markers, and grammar, as well as application of lag time and prioritization for proper word and grammar choices in English. Also addresses interpretation of cultural information and effective public speaking. Prerequisites: CDS 240, 260, 330, 360, and 380.

CDS360. Signing Exact English II (2). An advanced class in the theory and use of Signing Exact English (SEE) as a means of communication with the hearing impaired. Emphasizes vocabulary and interpreting skills. Prerequisite: CDS 260.

CDS370. American Sign Language II (3). Increases vocabulary and speed of the use of ASL. Focuses on a greater fluency in expressive and receptive skills. Develops intermediate conversational skills. Prerequisite: CDS 270.

CDS380. Practicum in Signing Exact English (1). Provides students with observation of skilled interpreters in various educational K-12 settings throughout the semester. Opportunities to discuss with the interpreters about their responsibilities and roles in providing communication access to students in and outside of the classroom in school-related activities. Repeatable for credit.

CDS470. Conversational American Sign Language III (3). Students demonstrate expressive and receptive mastery of targeted, context-specific commands, questions, and statements in ASL and are exposed to ASL as a foreign language. Exposes students to the life and experiences of deaf people. Prerequisite: CDS 370.

CDS481. Cooperative Education (1-4). Allows students to participate in the cooperative education program. Offered Cr/NCr only.

Courses for Graduate/Undergraduate Credit

CDS518. Deaf Culture (3). Examines various cultural aspects of the deaf community. Presents the interactions of language and culture along with a study of socialization, norms, and values.

CDS520. Poetry, Mime and Song (3). Non-verbal way of communication which forms an integral base for communication in American Sign Language. This course will emphasize the use and understanding of facial expression gestures, pantomime, and body language. Role play and acting out will be required as part of this class.

CDS522. Deaf Heritage (3). Considers the history, nature, and use of language and its effect upon human thought and action. Also covers the ideas and ideals expressed by deaf people over many periods of time through drama, philosophy, painting, and related areas.

CDS540. Senior Seminar (2). An exploration of theories, principles, practices, and pitfalls of audiology and speech-language pathology emphasizing creating dynamic models for research interpretation, clinical interaction, and professional management. Examines the current educational, professional, and ethical issues in clinical practice.


CDS625. Introductory Methods and Practicum in Communicative Disorders and Sciences (2). Techniques and methods for development of clinical skills in a supervised practicum in a supervised practicum setting. Clients with speech, language, and/or hearing disorders are the primary focus. Development of a philosophy of clinical processes includes procedures for therapy, writing, behavior objectives and progress, and conducting parent/spouse/significant other conferences. Prerequisites: 25 clock hours of observation; grade of C or better in CDS 304, 306, 315, 416, 510 (may be concurrent), and 514; 2750 cumulative and 3.000 GPA in the major; departmental application required one semester prior to enrollment; medical clearance and insurance.

CDS704. Graduate Issues in Ethics and Practice in Communicative Disorders and Sciences (1). Provides graduate students as future practitioners a forum to be acquainted with and to review professional clinical issues they may encounter in their careers. Covers issues such as professional ethics, paternal rights, managed care, and credentialing. Individualized and group participation stressful need for professionals to deal competently with issues and to understand professional responsibility related to these topics.

CDS740. Selected Topics in Communicative Disorders and Sciences (1-3). Individual or group study in specialized areas of communicative disorders and sciences. Repeatable.

CDS750. Workshop in Communicative Disorders and Sciences (1-4). Offered periodically on selected aspects of communicative disorders and sciences. Repeatable.

CDS770. Communication Development and Disorders (3). Identifies communication deviations, differentiating disorders from developmental and/or cultural/linguistic differences. Evaluates potential impact of various communication disorders on academic performance of individuals. Considers strategies for facilitating development of children’s communication skills in educational settings.

Courses for Graduate Students Only

CDS800. Research Methods (3). A survey of different research methods utilized in the fields of communication sciences and communication pathology. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating the clinical research literature.

CDS890. Independent Study in Speech and Language Pathology or Audiology (1-3). Arranged individual, directed study in specialized content areas in speech and language pathology or audiology. Repeatable. Prerequisite: instructor’s consent prior to enrollment.

CDS891. Non-thesis Research Project (3). A directed research project which may include literature searches, data
CD S92. Presentation of Research (1-3). A directed research project. Repeatable, but total credit hours may not exceed 2. Prerequisites: CDS 800 and department consent prior to enrollment.

CD S95. Thesis Research (1-2). Repeatable, but total credit hours counted toward degree requirements must not exceed 2. Preequisite: instructor’s consent.

CD S99. Thesis (1-2). Repeatable, but total credit hours counted toward degree requirements shall not exceed 2. Prerequisite: instructor’s consent.

CD S935. Advanced Practicum in Communicative Disorders and Sciences (1-2). Supervised internship in one or more of the following sections: Client Management, Clinical Supervision, Academic Instruction, Research, and Clinical and Program Administration. Intended for doctoral students or advanced master’s-level students. Repeatable; more than one section may be taken concurrently.

CD S940. Advanced Selected Topics in Communicative Disorders and Sciences (1-4). Advanced individual or group study in specialized areas of communicative sciences and disorders. Intended for doctoral students or advanced master’s-level students. Repeatable.

CD S990. Advanced Independent Study in Speech and Language Pathology, Audiology, or Speech Science (1-3). Arranged individual, directed study in specialized content areas in speech and language pathology, audiology, or speech sciences. Repeatable. Prerequisites: advanced standing and instructor’s consent.

CD S992. Advanced Presentation of Research (1-3). A directed research project for doctoral students culminating in a manuscript appropriate for publication.

CD S995. Research Preseminar (1). A weekly seminar of informal discussion and formal presentation of ongoing or planned research by the CDS faculty and doctoral graduate students. Goal is to provide CDS doctoral students with new and valuable knowledge and insights regarding how real world research is performed. Prerequisite: doctoral student standing.


Speech and Language Pathology:

Admission to courses is possible with a minimum grade of C in each stated prerequisite or its judged equivalent, or with departmental consent, unless otherwise specified in the course description.

Upper-Division Courses:

CD S300. Anatomy and Physiology of the Speech and Hearing Mechanisms (3). A study of the prenatal development and basic anatomy of the systems necessary for speech and hearing. Discusses the respiratory, phonatory, articulatory, and auditory mechanisms from a functional point of view. Prerequisite: CDS 111.

CD S304. Language I: Normal Acquisition (3). Cross-listed as Ling. 304. The study of the acquisition of language in the child from birth to six years of age. Evaluation of various acquisition theories in the light of current psychological and linguistic thought. Emphasizes the development of phonology, morphology, syntax, semantics, and pragmatics. Prerequisite: CDS 111 or departmental consent.

CD S306. Phonetics: Theory and Application (3). Cross-listed as Ling. 306. Introduction to the International Phonetic Alphabet and its use in transcribing the sounds of American English with emphasis on the major dialects. Study of physiologic, acoustic, and perceptual specification of speech sounds and a survey of current phonetic theory and applications to speech improvement. Extensive practice in transcription of speech. Prerequisite: prior or concurrent enrollment in CDS 111 or departmental consent.

CD S416. Language II: Introduction to Disorders (3). Introduces language disorders and children who do not acquire language typically. Studies language and behavioral characteristics of children with specific impairment: mental retardation, learning disabilities, autism, hearing impairment, and acquired language disorders. Requires observation of clinical procedures with children who have language differences and disorders. Prerequisite: CDS 304 or instructor’s consent.

CD S501. Speech and Hearing Science (3). Examines elements in the chain of events that lead to human communication. Studies speech production and perception at physiological and acoustical levels, emphasizing acoustics. Prerequisite: CDS 300. CDS 306 or instructor consent.

CD S510. Introduction to Diagnostics (3). Provides the principles underlying basic diagnostic processes for speech/language disorders across the life span. Teaches observation techniques, how to take case histories, beginning interview techniques, and how to administer and interpret formal and informal assessment measures. Requires observation of diagnostic procedures in the speech-language-hearing clinic. Prerequisites: CDS 416 and 514.

CD S514. Speech-Sound Disorders (3). Discusses basic methods and procedures of identifying, assessing, analyzing, and remediating speech-sound disorders. Practice in phonetic transcription of highly unintelligible speech samples. Prerequisite: CDS 306.

CD S516. Language III: Introduction to Assessment and Intervention—Birth to School Age (3). Discussion of current language intervention strategies and programs for infants, toddlers, preschoolers, and school-age children, birth to 8 years. Examination of the development of individual and family plans. Discussion of the multidimensional nature of language and culturally different language patterns. Requires observation of clinical intervention and a laboratory experience. Prerequisites: CDS 416 and 510.

CD S551. Genetic and Organic Syndromes (3). Introduces human genetics and the impact of chromosomal and structural anomalies of communication disorders. Assessment and remediation of cleft palate speech. Prerequisite: CDS 300.

CD S560. Neurology of Speech and Language I: Basic Processes (4). A consideration of basic neuroanatomy and neuropsychology necessary for obtaining an understanding of the representation of speech and language in the human central nervous system and of conditions resulting from neurological impairment. Prerequisite: at least senior standing.

CD S561. The Science of Reading: Current Research in the Identification and Treatment of Dyslexia (3). Teaches students about the relationship between oral language and reading acquisition. Students will diagnostically diagnose and apply treatment protocols appropriately to individuals who present with specific reading disabilities. Exposes students to the last quarter century of research from the National Institutes of Child Health and Development (NICHD) centers that demonstrate the significant relationship between explicit and direct teaching of oral language aspects of acquiring reading in a written alphabetic language system. Prerequisite: instructor’s consent.

CD S780. Communication Disorders in Educational Settings (2). Organization, administration, and professional relationships in public school speech and language management programs on the elementary and secondary school levels. Emphasizes procedures and materials for surveying, scheduling, writing IEPs, therapeutic management, record keeping, and utilization of various instructional media. Should be taken prior to student teaching, CDS 821. Prerequisite: prior or concurrent enrollment in CDS 510.

CD S781. Cooperative Education (1-4). A work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program. Prerequisite: 2.5 GPA. Repeatable for credit. Offered Cr/Ncr.

Courses for Graduate Students Only:

CD S801. Advanced Speech and Hearing Science (3). Advanced study of speech and hearing processes, primarily in their normal aspects. Attention to current understanding of speech generation, the speech signal, and the normal function of hearing. Attention also to techniques of investigation of these processes. Prerequisite: CDS 501 or equivalent or departmental consent.

CD S810. Neurology of Speech and Language II: Motor Speech Disorders (3). Studies speech disorders resulting from upper and lower motor neuron lesions in the central nervous system and emphasizes evaluation and treatment strategies for intervention. Prerequisite: CDS 605.
CD811. Dysphagia (3). Covers the disorder of dysphagia as it affects persons of all ages. Addresses normal swallowing in infants, children, and adults. Covers the etiologies which cause dysphagia as well as assessment procedures appropriate for various ages. Examines treatment procedures. Covers the importance of team interventions for dysphagia assessment and treatment. Addresses ethical and funding issues. Prerequisite: CDS 605.

CD812. Neurology of Speech and Language III: Normal Aging, Aphasia, and Dementia (3). Examines the continuum of communicative abilities (including speech, language, hearing, and cognition) which may be seen in older persons. Covers normal aging as well as the influence of stroke, dementia, and other neuropsychologies on communicative function in the elderly. Prerequisite: CDS 605 or instructor's consent.

CD813. Communication Disorders in Medical Settings (2). Provides the principles underlying a transdisciplinary teaming approach, emphasizing differential diagnosis and treatment of complex disorders found in medical settings. Discusses the fundamentals of private practice and legal issues in the practice of speech-language pathology. Prerequisites: CDS 810 and 812.


CD815. Assistive Technology for Special Populations (3). Provides information about assistive technology for persons with special needs across the life span (e.g., autism, cerebral palsy, and degenerative neurological disease). Considers physical, linguistic, and cognitive factors in the design and implementation of assistive technology resources. Studies augmentative and alternative communication systems and computer applications/modifications. Explores resources for funding.

CD816. Language Disabilities in Children and Adolescents (3). Examination of various approaches to working with children and adolescents with language disabilities. Practical application of language assessment procedures, individualized planning, and language intervention strategies. Language in the classroom for school-age children and adolescents and collaborative strategies. Multicultural literacy and the multidimensional nature of language in the classroom. Prerequisite: CDS 416 and 516 or departmental consent.


CD818. Fluency Disorders (3). Reviews current theories on the etiology and development of the disorder. Considers behaviorally based diagnostic procedures for children and adults, as well as methods for clinical intervention, including procedures for parent interviewing and counseling, and multicultural concerns. Provides opportunities for observation, one focus being demonstration of intervention methods. Prerequisites: CDS 300 and 510.

CD819. Acquired Brain Injury and Metacognitive Disorders Across the Life Span (3). Addresses issues of assessment and treatment of individuals with metacognitive, executive function, and behavioral disorders as a result of brain injury (traumatic, moderate, mild) and/or identified Attention Deficit Disorders (ADD), Attention Deficit with Hyperactivity Disorders (ADHD), Developmental Dyslexia (DD), Acquired Dyslexia (AD), and Specific Linguistic Impairments (SLI) influencing production and processing of narrative and discourse skills in oral and written language. Prerequisites: CDS 605 or equivalent and instructor's consent.

CD820. Graduate Methods and Practicum in Speech and Language Evaluation (2). Discusses clinical methods for evaluation and diagnosis of children and adults presenting with speech and/or language disorders. Prerequisites: CDS 510, medical clearance, and insurance.

CD821. Graduate Methods and Practicum in Educational Settings (7). Discussion and evaluation of student teaching experiences in public schools, demonstrations of applied clinical skills, counseling on the elementary and secondary school levels. Prerequisites: CDS 780 and 516, instructor's consent one semester prior to enrollment, medical clearance, and insurance.

CD822. Beginning Graduate Methods and Practicum in General Clinic (2-4). Provides an opportunity to relate theories and methods for students' assigned practicum through discussion of various management techniques and methods with regard to different types of communication disorders and provides support for the present clinical experience. Prerequisites: CDS 625, medical clearance, and insurance.

CD823. Graduate Methods and Practicum in Medical Settings (4 or 6). Class discussions cover various topics pertaining to hospital and adult care practicum experiences. Relates theory and methods to student's practicum assignments. Prerequisite: CDS 813, department approval one year prior to enrollment, medical clearance, and insurance.

CD824. Graduate Methods and Practicum for External Placements (2). Techniques and methods for development of clinical skills in a supervised external practicum setting. Focuses on clients with language and speech sound disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of parent conferences. Supervised practicum of clinical assignments in off-site settings. Prerequisites: department approval one semester prior to enrollment, medical clearance, and insurance.

CD825. Graduate Methods, Practicum, and Diagnostics in Autism Spectrum Disorders (2-4). Techniques and methods for development of clinical skills in a supervised practicum setting. Primary focus on children with social language disorders. Practicum issues relate to current client needs. Prerequisites: CDS 516, 516 (can be concurrent), instructor's consent, medical clearance, and insurance.

CD826. Graduate Methods, Practicum, and Diagnostics in Language and Literacy (2 or 4). Techniques and methods for development of clinical skills in a supervised practicum setting (in the WSU Speech-Language-Hearing Clinic, “After-School Program,” and the College of Education's Assessment, Intervention Multi-Disciplinary (AIM) program). Primary focus on clients with language (oral and written) and literacy disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of client conferences. Prerequisites: departmental consent one semester prior to enrollment, medical clearance, and insurance.

CD827. Graduate Methods, Practicum, and Diagnostics in Voice (2-4). Techniques and methods for development of clinical skills in a supervised practicum setting (in the WSU Speech-Language-Hearing Clinic). Primary focus is on clients with voice disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of client conferences. Prerequisites: CDS 817, departmental consent one semester prior to enrollment, medical clearance, and insurance.

CD828. Graduate Methods and Practicum in Fluency (2-4). Develops advanced clinical skills in the diagnosis and treatment of children and adults presenting fluency disorders. Prerequisites: CDS 818, departmental consent one semester prior to enrollment, medical clearance, and insurance.

CD829. Graduate Methods and Practicum in Accent Modification (2). Lecture and discussion of techniques for foreign accent and dialect modification. Relates techniques to students' practicum experience in CDS 570. Attendance in CDS 570 required. Prerequisites: CDS 625, 822, department consent one semester prior to enrollment, medical clearance, and insurance.

CD830. Graduate Methods and Practicum in Early Language (4). Techniques and methods for development of clinical skills in a supervised early childhood interdisciplinary preschool practicum setting. Primary focus on preschool children with language disorders. Development of a philosophy of clinical processes includes procedures for group and classroom therapy, writing behavior objectives and progress, and conduction of client conferences. Prerequisites: departmental consent one semester prior to enrollment, medical clearance, and insurance.

Audiology

Admission to courses is possible with a minimum grade of C in each stated prerequisite or its judged equivalent, or with departmental consent, unless otherwise specified in the course description.
Lower-Division Courses

CDS251. Auditory Development and Disorders (2). Introduces the etiology, nature, and symptomology of auditory disorders and pathologies. Prerequisite: CDS 111.

Upper-Division Courses

CDS351. Introduction to Auditory Assessment (3). History and scope of the field. Surveys audiology threshold testing procedures, immittance audiometric interpretation. Prerequisite: CDS 251 or instructor consent.


Courses for Graduate/Undergraduate Credit

CDS655. Graduate Methods and Practicum in Auditory Assessment-SLP (2). Methods in audiological evaluation for speech and language pathology students. Discusses procedures for diagnostic evaluation of a broad range of auditory disorders in infants, children, and adults in weekly class meetings, along with procedures for hearing screening, hearing aid maintenance and fitting, counseling, and others as appropriate. Speech and language pathology students engage in practical experiences in audiological screening and assessment as arranged. Prerequisites: CDS 251 and 351, medical clearance, and insurance.

Courses for Graduate Students Only

CDS802. Anatomy and Physiology of the Auditory System (2). Examines in detail anatomy and function of the auditory system in light of current research knowledge. Studies the normal system as a basis for understanding the pathological system. Prerequisites: CDS 251 and 501.

CDS803. Introduction to Psychacoustics (2). Basic principles underlying the perceptual hearing process, emphasizing the interdependencies between sound stimuli and subjective auditory experience as related to communication behavior. Prerequisite: CDS 802.

CDS804. Clinical Audiology I (4). Provides in-depth theoretical and clinical principles associated with the administration and interpretation of the basic comprehensive audiological test batteries. Provides hands-on learning of auditory equipment and test batteries in tandem with the theoretical background for auditory assessment. Prerequisites: CDS 251 and 351.

CDS805. Clinical Audiology II (3). Discusses diagnostic and rehabilitative procedures in the audiological clinic. Includes application of theoretical clinical principles toward the administration and interpretation of site-of-lesion and other special tests of auditory function beyond the traditional audiological test battery. Prerequisite: CDS 804.

CDS851. Medical Audiology (3). Many hearing disorders require evaluation/treatment by both the audiology and medical professions. Reviews the audiological and physiological/medical aspects of the more common of these conditions found in children and adults. Prerequisites: CDS 251 and 802.


CDS860. Amplification and Hearing Aids I (3). Reviews basic electronics as it applies to amplification systems. Complements the history, function, and maintenance of hearing aids. Addresses the measurement and significance of electroacoustic characteristics. Presents the principles and procedures for the selection and recommendation of specific amplification systems for individual’s hearing losses. Provides review of recent developments in research involving the measurement of real ear insertion responses and real ear effects of hearing aid modifications, as well as acquired competency in application of real ear testing. Discusses counseling and techniques related to hearing aid fitting.

CDS861. Amplification and Hearing Aids II (3). Continuation of CDS 860. Describes and discusses the performance of digital, analog, and hybrid amplification systems and provides a detailed evaluation of requirements for dispensing such devices. Discusses counseling and techniques related to hearing aid fitting. Prerequisite: CDS 860.


CDS885. Graduate Methods and Practicum in Aural Rehabilitation (2). Provides students with experiences in the provision of aural habilitation/rehabilitation on behalf of hearing-impaired children and adults. Prerequisite: CDS 864 (can be concurrent).

CDS888. Advanced Methods in Auditory Assessment-Aud (1-5). Practicum experiences encompassing diagnostic evaluations covering a full range of auditory disorders and types of evaluations in infants, children, and adults, including standard audiological batteries, masking, site-of-lesion testing, electrophysiological measurements, hearing aid fitting and dispensing, patient follow-up, and counseling. Prerequisites: audiologist faculty’s consent, medical clearance, and insurance.

CDS887. Externship in Auditory (1-9). Placement in variable credit off-campus practicum experiences in audiology. Placement is contingent upon successful completion of didactic graduate program in audiology and three semesters of CDS 885 and 886. Prerequisites: application one semester prior to enrollment, medical clearance, and insurance.

Curriculum and Instruction (C1)

Undergraduate teacher education in curriculum and instruction is a five-stage competency-based program beginning with an introduction to teaching and concluding with reflection on an extended student teaching experience. Through intensive academic and field experience combined with systematic student reflection, the goal of this program is to produce effective, informed, and reflective teachers, capable of independent practice and continued professional growth.

Students enter the set of course work for the teacher education program when they are in their 35th hour with the Pre-professional Block taking CI 271 and 272 concurrently. Each block thereafter contains two to four classes which must be taken concurrently. The courses in each of the blocks must be taken together and completed before entering the next set of course work.

Lower-Division Courses

CI 101. Introduction to the University (3). Helps students make connections with academic programs, faculty, staff, and other students; develop required academic and career competencies; and make sense of the higher education environment.

CI 170. Introduction to Library Research (1). Students learn to locate and retrieve information in both print and electronic formats, including the Internet, and learn to distinguish between scholarly research and non-scholarly publications.
Cl 201. The Computer as a Learning Tool I (1). Provides computing skills necessary to succeed in the academic environment. Learn how to use computers and software to organize course work, outline and plan papers, write and edit text, search for information, compile and report data, and integrate data with text. Apply the course content in a computer lab under the supervision of the instructor.

Cl 271. Introduction to Professional Education (2). Students examine the career in education, characteristics of good teaching, the nature of teacher education programs, basic historical and philosophical foundations of education, and employment options. After analyzing their own personalities, personal strengths and weaknesses, and values and beliefs about teaching, students reach an informed decision regarding their own suitability for teaching. Prerequisites: Core better in English I and II, Communication, and College Algebra; sophomore standing; 2.750 GPA; in the 35th hour; and concurrent enrollment in Cl 272.

Cl 272. Preprofessional Field Experience (1). Intended primarily to give prospective teachers the opportunity to consider seriously their suitability for a career in education. In addition, students begin to develop skills in observing educational situations and settings which help them develop a teacher perspective and seeing schools as prospective workplace and teachers as colleagues. Graded S/U only. Prerequisites: Core better in English I and II, Communication, and College Algebra; sophomore standing; 2.750 GPA; in the 35th hour; and concurrent enrollment in Cl 272.

Cl 290. Directed Study (2-3).

Upper-Division Courses

Cl 303. Clinical Field Experience: English as a Second Language (ESL) I (1-4). Students work with an ESL specialist to learn hands-on strategies for teaching students whose native language is not English. Includes observing the interrelationship between language and culture, how to use multi-level teaching strategies, how to adapt materials, how to assess and grade a variety of language proficiency levels, and how to best utilize available people resources (bilingual paraprofessionals, parents, etc.) to maximize successful performance among this population. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 304. Clinical Field Experience: English as a Second Language (ESL) II (1-4). An extension of Cl 303. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 305. Clinical Field Experience: Special Education I (1-4). Students learn how special education services are delivered in public schools; gain practical experience interacting with public school students with various labels, abilities, and exceptionalities in a variety of settings; and become familiar with related terminology (PT, IEP, ECSE, ADHD, EMR, Child Study Team, etc.), the steps used to evaluate and place students with special needs, and approaches that work to maximize the success of all students. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 306. Clinical Field Experience: Special Education II (1-4). An extension of Cl 305. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 307. Clinical Field Experience: Technology I (1-4). Students work with teachers using technology as a teaching, learning, and/or management tool; gain hands-on experience with computers (management systems, word processing, internet/e-mail, graphics); become familiar with basic terminology; and gain experience in the selection and use of appropriate commercial software to enhance the regular curriculum. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 308. Clinical Field Experience: Technology II (1-4). An extension of Cl 307. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 309. Clinical Field Experience: Developmentally Appropriate Practices I (1-4). Students work with teachers delivering Developmentally Appropriate Practices in a classroom setting; gain experience in assessing developmental levels, personalizing instruction (developing centers, using learning contracts, structuring multi-level lessons), and designing and implementing appropriate instruction for each level. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 310. Clinical Field Experience: Developmentally Appropriate Practices II (1-4). An extension of Cl 309. Prerequisites: acceptance into the Teacher Education Program and a Professional Development Site Program.

Cl 311. Block 1 Field Experience (1). Provides students with experiences in socio-cultural school and classroom observations, observations of and work in special education settings, alternative schools and tutorial work with individuals or small group settings. Graded S/U only. Prerequisites: acceptance into teacher education, Cl 271 and 272 and concurrent enrollment in Cl 312 and 313.

Cl 312. Block 2 Field Experience (1). Focuses on pupils’ learning behaviors, methods of assessment, measurement, grading, curriculum goals and content as they influence classroom teaching, and teachers’ methods of classroom management and instruction. Graded S/U only. Prerequisites: acceptance into teacher education, Cl 311, 320 and 430; CESP 334 and concurrent enrollment in CESP 334 and CI 328.

Cl 316. Children’s Literature (3). Students examine literature suitable for use with children in the preschool and elementary grades. Includes reading and examination of a wide selection of children’s literature in all genres. Students develop evaluative techniques for identifying materials and practice in the use of selection aids. Prerequisites: acceptance into teacher education.

Cl 320. The Exceptional Child (2). Surveys the characteristics of exceptional learners including mental retardation, learning disabilities, emotional disturbances, physical challenges, hearing/visual impairments, and gifted. Also explores the effect of cultural differences and human development on disabilities. Presents service delivery models and current special education practices. Prerequisites: admission to teacher education; Cl 271 and 272; concurrent enrollment in Cl 311.

Cl 322. Instructional Strategies in Language Arts and Reading: Elementary School (5). Students examine the content and methods of instruction in the subject areas of language arts and reading and practice teach their subjects in a variety of settings. Prerequisites: acceptance into teacher education, CI 311, 316, 320, 328, 430, CESP 334 and 433; concurrent enrollment in Cl 413 for a practicum experience.

Cl 328. Curriculum, Instruction, Management and Technology (5). Students examine the nature, purposes, and development of curriculum in educational settings. They develop a knowledge and understanding of various curriculum models and how these models influence instruction and the work of teachers.

Students acquire a knowledge and understanding of the decisions and processes by which teachers translate goals and objectives into classroom realities. Students become familiar with a wide range of practical strategies and techniques associated with various models of teaching, and learn to apply these strategies and techniques in actual and simulated teaching situations. Students also acquire practical knowledge of how the development and use of a wide range of instructional media and technology, including the use of computers.

Students examine and learn to use various classroom management strategies in order to maintain control, promote a positive learning climate, and facilitate the achievement of instructional objectives. Prerequisites: acceptance into teacher education; Cl 311, 320, 430; CESP 334; concurrent enrollment in CESP 433 and CI 312.

Cl 402. Instructional Strategies in Math and Science: Elementary School (5). Students examine the content and methods of instruction in their subject area and teach their subject in a variety of elementary school settings. Prerequisites: CI 312 and 328, CESP 433, MATH 501, and a physical and/or biological science class.

Cl 406. Instructional Strategies in Social Studies: Elementary School (3). Students examine objectives, methods of teaching, equipment and resources, and evaluation and measurement in social studies in the elementary school. Prerequisites: CI 312 and 328 and CESP 433.

Cl 413. Preschool Teaching (1-3). This field experience allows students to spend an extended length of time in an appropriate classroom working with a cooperating teacher to plan and implement instruction designed to teach distinct objectives and evaluate learning outcomes. Students also evaluate their own instruction, noting strengths and weaknesses and planning for improvement. Graded S/U only. Prerequisites: acceptance into teacher education; CI 312 and 328 and CESP 433.
CI 427. Philosophy and History of Education (2). Presents the major contemporary educational philosophies, the development of American education, and the historical influences on the structure of schools today. Some emphasis on the students' examination of their own educational philosophy. Prerequisites: entrance to teacher education, CI 271 and 272.

CI 430. Social/Multicultural Education (3). Examines the social and multicultural foundations of education and schools in a changing society. In addition, students develop an appreciation for the changing ethnic and cultural characteristics of American schools. Prerequisites: acceptance into teacher education including successful completion of CI 271 and 272 and concurrent enrollment in CI 311 and 320 and CESP 334.

CI 446. Student Teaching Seminar: Elementary (1). Students study and discuss experiences emerging from student teaching including the planning of school programs and assuming the responsibilities of a teacher. Graded Cr/NC only. Prerequisites: acceptance into teacher education; CI 322, 402, 406; concurrent enrollment in CI 447 and 457.

CI 447. Student Teaching in the Elementary School (15). The primary purpose of the student teaching field experience is to provide evidence of the preservice teacher’s readiness to engage in independent reflective practice as a certified teacher. Working with one or more cooperating teachers in the schools, preservice teachers gradually assume responsibility for instructing a full complement of classes, including a full schedule for at least 10 days. Prerequisites: acceptance into teacher education; CI 322, 402, 406; concurrent enrollment in CI 446 and 457.

The student teaching semester is required of all students working toward a degree certificate in education. Every student wishing to receive the certificate must file an application, available in 107 Corbin, with the certification office. Application for the fall semester must be filed by February 1 and for spring semester by September 1. The only exception to the required number of semester hours is the transfer student who has taken student teaching elsewhere or students who hold other certificates or who may have taught for a number of years. Any deviations from established grade point averages and other regulations must be approved by the College of Education’s Standards Committee.

CI 448. Student Teaching in Early Childhood (4-6). This field experience provides half-time participation in preschool (three- and four-year-olds) under guidance of a master teacher and a college supervisor. Prerequisites: CI 322, 402, and 406 and 9 semester hours of early childhood education. Prerequisites may be waived for equivalent experience with departmental consent. See CI 447 for deadlines for filing an application to enroll in student teaching.

CI 451. Student Teaching in the Elementary School: French (4). Prerequisites: acceptance into teacher education, CI 326, CESP 433, methods in the subject area, and concurrent enrollment in CI 457 and student teaching seminar.

CI 452. Special Studies in Education (1-3). Primarily for elementary and secondary education majors. Repeatable with advisor’s consent.

CI 454. Instructional Strategies: Secondary (3). Prerequisites: acceptance into teacher education, CI 312 and 328, CESP 433, and concurrent enrollment in CI 413.

CI 455. Student Teaching Seminar: Secondary (1). Prerequisites: acceptance into teacher education, CI 312, 328, 413, 454; CESP 433; and concurrent enrollment in CI 457 and student teaching.

CI 457. Senior Seminar (1). Students engage in reflective practice during their professional semester, reflecting on the social, cultural, philosophical, and psychological foundations of education as they relate to practice.

CI 458. Student Teaching in Early Childhood (4-6). This field experience provides half-time participation in preschool (three- and four-year-olds) under guidance of a master teacher and a college supervisor. Prerequisites: CI 322, 402, and 406 and 9 semester hours of early childhood education. Prerequisites may be waived for equivalent experience with departmental consent. See CI 447 for deadlines for filing an application to enroll in student teaching.

CI 459. Student Teaching in the Elementary School: Art (4). Prerequisites: acceptance into teacher education, CI 326 and CESP 433, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

*Student Teaching—Secondary School. The student teaching semester is required of all students working toward a secondary certificate and is a full-time assignment. Application for admission to the program must be made in the certification office by February 1 for the fall semester or by September 1 for the spring semester. In addition, students must obtain approval from the representative of the subject area in which they wish to student teach before placement can be considered.

It is expected that students will student teach in their field of major interest. However, individuals who are well prepared in more than one field may be assigned to teach in the second field, but they must take the special methods course in the second field before entering the student teaching semester.

The assignment for student teaching begins with the opening of the public school semester, and enrollees must arrange to meet from 8 a.m. to 5 p.m. daily and to be available for selected evening programs throughout the semester.

Prerequisites: acceptance into teacher education, methods in the subject area, and concurrent enrollment in CI 457 and student teaching seminar.

*For special areas see CI 462 through 466.

CI 462. Student Teaching: Secondary Art (4). Prerequisites: acceptance into teacher education, methods in the subject area, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 463. Student Teaching: Secondary English (8-15). Prerequisites: acceptance into teacher education, CI 413 and 454, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 465. Student Teaching: Secondary Foreign Language (8-15). Prerequisites: acceptance into teacher education, CI 413 and 454, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 466. Student Teaching: Secondary Social Studies (8-15). Prerequisites: acceptance into teacher education, CI 413 and 454, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 469. Student Teaching: Secondary Music (4). Prerequisites: acceptance into teacher education, methods in the subject area, CI 312 and 328, CESP 433, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 471M. Student Teaching: Secondary Mathematics (8-15). Prerequisites: acceptance into teacher education, CI 413 and 454, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 471S. Student Teaching: Secondary Science (8-15). Prerequisites: acceptance into teacher education, CI 413 and 454, 2.500 GPA in the major, and concurrent enrollment in CI 457 and student teaching seminar.

CI 481. Cooperative Education (1-8). Provides the student a work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Prerequisites: successful completion of 24 credit hours and a 2.500 GPA. Repeatable for credit. Offered Cr/NC.

CI 490. Individual Studies in Education (1-3).

Courses for Graduate/Undergraduate Credit

CI 541. Desktop Publishing I (3). Desktop publishers control the entire publishing process, from creation and typesetting to printing and distribution, with equipment from the desktop. Word processing on the personal computer and laser printing are the two technological achievements that make possible a desktop publishing revolution. Stresses type design, harmony, legibility, copy fitting, and layout fundamentals.

CI 542. Desktop Publishing II (3). An intermediate-level course which enhances, enriches, and develops further skills and techniques used in desktop publishing. Students select software packages in which they need additional depth toward master-level. Prerequisite: CI 541.
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CI 615. Learning and Reading Strategies (3). Students are provided with the understanding of the development of learning and reading strategies and explore instructional approaches for guiding secondary students in those strategies and their use in content areas.

CI 616. Literature for Adolescents (3). Students participate in extensive reading of literature in all genres consistent with studies of adolescents; reading interests, abilities, and responses to literature. Prerequisite: acceptance into teacher education. Currently and previously certified teachers meet prerequisites.

CI 621. Instructional Strategies: Middle Level Education (3). Students examine the middle grades school as an organization that takes its design specifically from the analysis of 10-14 year olds, their characteristics and needs. Students examine many curricular and instructional alternatives for middle grades education and learn to manage changes.

CI 701. Foundations of Education (3). Students survey the various foundations areas, including philosophical, historical, social, and comparative. This course is prerequisite to subsequent foundations courses. Prerequisite: graduate standing.

CI 702. Introduction to Exceptional Children (3). A survey of the characteristics of exceptional learners, including the handicapped and the gifted. Presents service delivery models and current practices. Fulfills certification requirements for teachers and serves as an introductory course in exceptionality for special education majors, administrators, and school psychologists. Prerequisite: bachelor’s degree or departmental consent.

CI 705. Knowledge and Beliefs About Reading (3). Helps students understand the theories of reading development, individual student differences, the nature of reading difficulties, and principles of assessment. Includes the standards developed by the International Reading Association concerning knowledge and beliefs about reading as the learning outcomes. Prerequisites: graduate standing and teaching certificate.

CI 706. Reflective Inquiry into Learning, Teaching, and Schools (5). Fosters the reflective thinking ability of teachers about the relationships among learning, teaching, and schools. Explores various frameworks of growth and development, learning theory, social and multicultural education, and philosophical foundations. Students are engaged in initial reading and investigation into individualized research topics. Prerequisites: admission to graduate school, CI 701.

CI 708. Current Topics in Curriculum (1-3). Addresses a broad range of topical issues in curriculum development and implementation. A current issue will be covered under this course number, an umbrella number for a variety of topics/innovations in curriculum. Repeatable.

CI 710. Current Topics in Classroom Management (1-3). Addresses a broad range of topical issues in current classroom management practices. A current issue will be covered under this course number, an umbrella number for a variety of topics/innovations in classroom management. Repeatable.

CI 711. Multicultural Education (3). Emphasizes students understanding multiple perspectives in a global society and developing multiple modality, culturally aware curriculum experiences. Provides disciplined inquiry and critical experience “to become more responsive to the human condition, cultural integrity, and cultural pluralism in society” (NCATE, 1982, p. 14). Emphasizes diversity issues in education and the development of a knowledge base to support culturally responsible pedagogy. Prerequisite: graduate standing or departmental consent.

CI 712. Environmental Education (3). Provides basic information on environmental issues which can be addressed in the classroom. Become familiar with a wide range of resources for both teachers and their students. Stresses applying environmental issues to everyday teaching.

CI 713. Agriculture in the Classroom (2). K-12 teachers learn about agriculture and develop ways to integrate that information into their everyday teaching. Includes presentations, field trips, and projects showing how the food chain industry reaches every person’s life. Teachers learn to integrate agricultural information into existing teaching basic subjects like math, language arts, social studies, science, and art.

CI 714. Reading Instruction and Assessment (4). Helps students create instructional environments; teaches phonemic awareness, word identification (including phonics), vocabulary-building skills, strategies for comprehension and the construction of meaning, and study strategies; and assesses student performance and progress. Prerequisite: CI 705.

CI 716. Introduction to School Librarianship (3). Introduces the role of the library and the librarian in the school. Studies issues affecting school libraries and librarians. Prerequisites: teacher certification and admission to the Library Media Endorsement Program.

CI 717. Qualitative Inquiry in Education (3). Through readings and guided experiences in acts of inquiry in qualitative research, students acquire the disposition of a reflective inquirer, becoming familiar with the knowledge base for qualitative inquiry. Prerequisite: instructor’s consent.

CI 718. Arts of Qualitative Inquiry in Education (3). Through guided experiences and fieldwork in acts of inquiry in qualitative research, graduate students develop and employ the skills of the reflective, qualitative inquirer. Prerequisite: CI 717 or departmental or instructor’s consent.

CI 723. Analysis and Management of Behavior (3). Covers behavior management strategies specifically needed by classroom teachers to affect academic and social outcomes. Addresses technical, theoretical, and practical aspects of applied behavior analysis. Prerequisites: CI 320 or 702 and CI 430 or 711 or equivalent; admission to graduate program in special education; or instructor’s consent.

CI 724. Methods I: Academic and Cognitive Skills, Mild Exceptionalities (3). Introduces students to specific techniques for improving the cognitive skills and academic performance of students with mild exceptionalities (learning disabilities, emotional disturbances/behavior disorders, or mental retardation). Includes competencies for (a) teaching readiness, cognitive, and academic skills as well as content to students with exceptional learning needs; (b) basing instructional decisions on data; (c) determining where to begin instruction for students with special needs; (d) instructional management and monitoring strategies; and (e) strategies for working with students with exceptional learning needs in general and special education settings. Prerequisites: CI 320 or 702, CI 430 or 711, admission to the Teacher Education Program or to the graduate program in special education as a non-degree-seeking student, or instructor’s consent.

CI 725. Improvement of Instruction in Science (3). Assists teachers in improving the way they teach science and the way their students learn science. Includes instructional strategies, curriculum, research, and technology. Prerequisite: CI 402.

CI 726. Information Technologies in the School Library II (3). Introduces a wide range of information technology applications, including word processing, database, spreadsheet, and presentation software. Emphasis on using these applications in a library setting. Covers the use of the Internet, options for filtering Internet content, Internet user policies, and basic Web page design. Includes basic computer and software troubleshooting, installation and removal of software, and computer security issues. Prerequisite: Windows 95 or equivalent skills, CI 716.

CI 727. Information Technologies in the School Library II (3). Introduces a wide range of technologies and equipment in the school library. Covers selection and purchase as well as basic maintenance and repair of equipment. Includes the basics of local area network design. Presents methods of using technology with students including CD-ROM, laser disc, and video. Students learn the basics of media production and strategies for teaching media production to students. Also looks at the future of technology in school libraries. Prerequisite: CI 726.

CI 728. Organization of Information Resources (3). Introduces the organization of information resources in the school library. Includes the organization and cataloging of print and non-print materials in US MARC format, how to assign Dewey Decimal Classification numbers and subject headings, how to identify the sources for copy cataloging records, and the importance of authority control in a library. Prerequisites: CI 726 and 727.

CI 729. References, Materials (3). Provides skills in evaluating and using indexes, bibliographies, encyclopedias, diction-
ary, and other print and electronic media, including the Internet. Prerequisite: C1716.

C1 730. Curriculum in the School Library (3). Gives students knowledge about the role of the school library in curriculum. Addresses how the school library media specialist teaches information literacy to students and staff. Prerequisite: C1716.

C1 731. The Reflective and Inquiring Educator (6). Builds a foundation for reflective thinking about (a) the role of the educational practitioner; (b) educational issues in curriculum, instruction, and change theory; and (c) principles and application of teacher-based action research. Prerequisite: admission to MEd in curriculum and instruction.

C1 732. Library Management and Design (3). Provides information and examples on ways to effectively manage a library. Covers budgeting, grants, policies, procedures, and collection/selection/deselection. Prerequisites: C1716, C1728, C1 728

C1 734. Literature-Based Reading Programs (3). Students examine specific methods for developing a literature program with children (preschool-elementary years) emphasizing extending literature and media through the reading environment, language arts, the arts, and creative expression. Prerequisite: graduate standing.

C1 735. Introduction to the Gifted (3). Students are introduced to the historical and socio-educational perspectives germane to gifted education. Explores issues related to the field of gifted education such as theories of intelligence, identification, delivery modes, characteristics and learning needs, special populations, curriculum differentiation, and underachievement. Prerequisite: graduate standing.

C1 736. Organizing a Reading Program (3). Helps students communicate information about reading to various groups, develop literacy curricula, participate in or lead professional development programs, participate in or conduct research, collaborate or supervise other literacy practitioners, communicate assessment results, and engage in professional activities. Prerequisites: C1705 and C1714.

C1 740. Introduction to Early Childhood Special Education (3). Students are provided a basic introduction to the emerging field of early intervention for children with disabilities and their families. Prerequisites: CESP728 and C1 761.

C1 741. Early Childhood Special Education Methods: Preschool (3). Provides specific techniques needed to teach children with exceptionalities in preschool settings. Includes competencies within early childhood special education for (a) legal foundations (IDEA, Part B); (b) characteristics of learners; (c) assessment, diagnosis, and evaluation; (d) report and Individualized Education Plan (IEP) development; (e) instructional content and management strategies; (f) instructional content and practice; (g) planning and managing the teaching and learning environment; (h) managing student behavior and social interaction skills; (i) collaborating and forming partnerships with family members and other professionals; (j) professional and ethical practices; and (k) strategies for working with students with exceptional learning needs in general and special education preschool settings. Prerequisites: C1 320 or 702, C1 740, admission to the Teacher Education Program or to the special ed graduate program as a non-degree student, or instructor’s consent.

C1 743. Alternative Certification Internship I (3). In the alternative teacher certification program, this internship replaces the required student teaching assignment for the purposes of certification. Students teach half-time or more with a provisional certificate. Credit is given for a combination of (a) the teaching experience and (b) attendance and the completion of assignments in the scheduled seminars. Prerequisites: employment by a school district and completion of course work for provisional teacher certification.

C1 744. Alternative Certification Internship II (3). Continuation of C1 743. Prerequisites: employment by a school district and completion of course work for provisional teacher certification.

C1 746. Alternative Certification Internship III and IV (3). Continuation of C1 743 and 744. Prerequisites: employment by a school district, C1 743 and 744, and admission to MEd in CI.

C1 747L. Practicum: ESL/ Bilingual Education (K-12 or adult) (3). Provides full-time participation in an ESL class supervised by a master teacher and a University professor. Focuses on the application of teaching methods for ESL/bilingual learners, the appropriate use of formal and informal assessment procedures, the development of cross-cultural teaching strategies, and the integration of language with content-area instruction. Prerequisites: C1 430 or 711, C1 755U, CDS 676.

C1 748. Alternative Certification Internship III (3). Prerequisites: employment by a school district and completion of course work for provisional teacher certification.

C1 749. Alternative Certification Internship IV (3). Prerequisites: employment by a school district and completion of course work for provisional teacher certification.

C1 750. Workshops in Education (1-4).

C1 751, 752, 753, 754, or 755. Special Studies in Education (1-3). For elementary and secondary school teachers. Repeatable with advisor’s consent. Prerequisite: teacher certification or departmental consent.

C1 760. Parent Education (3). An introduction to ways of working with parents of preschool and elementary children and an analysis of formal and informal approaches emphasizing the teacher’s role in developing these procedures.

C1 761. Early Childhood Education (3). Students examine programs, problems, and philosophy of educating children in the preschool years. Prerequisite: admission to the Teacher Education Program.

C1 762. Instructional Strategies: Preschool Education (3). Students examine the content and methods of instruction in preschools and observe/teach in a variety of settings. Students study teaching methods for preschool children and prepare materials to enhance the learning experiences of these children. Prerequisite: C1 761.
CI 780C. Computers and the Young Child (1). Learn to use the computer with children in preschool through second grade. Appropriate software is evaluated and used in planning for instruction.

CI 780L. Computers in Language Arts (2). Enables classroom teachers to utilize computers and related technology in the language arts curriculum. Appropriate software is evaluated and used in planning for instruction.

CI 781. Cooperative Education (1-4). Provides the student a work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program.

CI 782. Internet in the Classroom (3). Focuses on the integration of software programs designed for middle and high school mathematics classrooms. Explores software and instructional activities which support math at the middle and high school levels using Apple IIe and Macintosh systems.

CI 783. Special Projects in Internet (3). Explores and expands your knowledge of Internet. Complete a special project designed to utilize knowledge and experiences developed in CI 782. Students and instructor establish goals and activities appropriate for graduate-level study and applicable in an educational setting. Prerequisite: CI 782 or instructor’s consent.

CI 786. Beginning Algorithms and Problem Solving (2). Introduces basic algorithms and principles of computer programming.

CI 801. Cooperative Education (1-4). Provides the student a work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program.

CI 802. Seminar on Current Issues in Special Education (3). Analyze and critique research, integrate understandings, evaluate current issues in light of historical events, and draw conclusions relating theory to practice. Students make oral and written presentations. Prerequisite: within 6 hours of graduation, CESP 701.

CI 804. Classroom Research in Curriculum and Instruction (6). Guides classroom teachers in formulating questions and using appropriate research principles to collect, analyze, interpret, and report data to evaluate the effectiveness of educational policies and/or practices. Sustained exploration of topics from CI 731 expected. Prerequisite: CI 731.

CI 807. Philosophy, History, and Psychology of Secondary and Elementary Education (3). Students study social, historical, and psychological contexts as they relate to current educational problems and practices. Prerequisite: CI 701.

CI 809. Foundations and Characteristics of Mild Exceptionalities (3). Introduces students to the principles, concepts, and historical foundations underlying the provision of services to students with mild exceptionality. Explains characteristics of students identified as having behavior disorders, learning disabilities, or mental retardation. Discusses legal and ethical principles related to various delivery approaches, and examines roles of the students with exceptional learning needs, their parents, and educators as well as related services and community personnel. Discusses current developments in the field of special education. Prerequisites: CI 320 or 702, CI 430 or 711, CI 723 and 724, and full admission to the MEd program in special education; or instructor’s consent.

CI 810. Methods II: Social Skills for Mild Exceptionalities (3). Provides the knowledge and skills necessary to teach social skills and affective education to children and youth with exceptionality. Prerequisites: full admission to the graduate program, CI 723, 724, 809, and 887, and instructor’s consent for majors in other master’s degree programs.

CI 811. Family and Professional Collaboration (3). Assists the special educator in developing skills to collaborate and consult with parents, siblings, regular educators, support personnel, and community agencies to facilitate the needs of children with exceptionality. Prerequisites: full admission to the graduate program, CI 735, 740, 809, and 887, and instructor’s consent for majors in other master’s degree programs.

CI 812. Transition Across the Life Span (3). Examines aspects of transition programming for individuals with exceptionalities across their life span. Addresses transitions from (a) early childhood special education settings to the school environment, (b) elementary to middle school, (c) middle school to high school, (d) one special education setting to another (e.g., self-contained classroom to resource room or general education classroom), and (e) high school to post-secondary settings and independent functioning. Discusses roles of individuals with exceptional learning needs, parents, educators, and community personnel. Prerequisites: CI 809, full admission to the MEd program in special education, or instructor’s consent.

CI 821. Classroom Reading Practicum (3). Students participate in a practicum experience, delivering developmental and corrective reading instruction in a classroom setting. Prerequisites: CI 615, 705, 714, 736.

CI 835. Instructional Models and Practices (3). For teachers (1) to explore the theories behind, the development of, and the syntaxes for viable instructional practices; (2) to apply instructional models to the analysis and evaluation of various learning environments; and (3) to develop a commitment as a reflective practitioner to more effective instruction through an expanded and integrated repertoire of teaching strategies. Prerequisites: admission to MEd in curriculum and instruction program, CESP 701.

CI 837. Collaborating and Refining Problem-Solving Skills (6). This integrated class guides students in implementing school and classroom improvement practices that have documented success. Emphasizes collaboration skills in the identification, selection, and development of approved school and professional development projects.

CI 842. Early Childhood Special Education Methods: Infants/Toddlers and Families (3). Provides specific techniques needed to provide services, supports, and accommodations for infants/toddlers and their families who face challenges of developmental disabilities. Includes competencies within early childhood special education for (a) legal foundations (IDEA Part C); (b) collaborating and forming partnerships with family members and other professionals; (c) typical and atypical developmental patterns; (d) child assessment, diagnosis, and evaluation; (e) family assessment and evaluation; (f) family service coordination; (g) development of Individualized Family Service Plans (IFSP); (h) family-centered intervention strategies; (i) instructional content and practice; (j) planning intervention strategies in natural environments; (k) transitions for infants/toddlers and families; and (l) professional and ethical practices. Prerequisites: CI 320 or 702, CI 740, full admission to the MEd in special education program, or instructor’s consent.

CI 843. Leadership and Sustained Professional Growth (4). Emphasizes commitment to and application of professional leadership in curriculum and instruction and/or school improvement. Sustained exploration of topics from CI 731, 804, and 887 expected. Prerequisite: CI 837.

CI 845. Curriculum Models and Practices (3). Examines theories, development processes, evaluation procedures, and current practices in curriculum. Emphasizes multiple conceptual frameworks for thinking about curriculum and reflective inquiry into the implications of those frameworks in today’s classrooms and schools. Prerequisites: admission to MEd in curriculum and instruction program, CESP 701.
CI 847. Practicum/Internship in Special Education (1-10). Provides students with participation in a class for early childhood disability (847A), children/adults with learning disabilities (847E), educable mental retardation (847I), or behavior disorders (847K) supervised by a University professor emphasizing applied teaching methods for students with mild exceptionalities, including formal-informal psycho-educational assessment devices, curriculum strategies, behavior management, and prescriptive remediation for academic deficits. Prerequisites: full admission to MEd program in special education and completion of all core courses needed for provisional endorsement in specialty areas.

CI 847B. Practicum School Libraries (3). Students pursue a professional experience in a school library media center under the cooperative supervision of an experienced practitioner in the field and a University supervisor. Prerequisites: CI 712.

CI 847C. Practicum: Cataloging (2-4). Students pursue a professional experience in a school library media center or central services office under the cooperative supervision of an experienced cataloger in the field and a University supervisor. Prerequisites: CI 728 and 847B.

CI 847M. Practicum: Gifted (3-6). Stresses applied teaching approaches. Provides opportunities to apply various theoretical, structural, and technological methodologies related to the education of the gifted learner. Prerequisites: CI 733 and 883.

CI 847R. Practicum: Regular Early Childhood (3). Provides opportunities in a traditional setting for the student to develop competencies with young children by working in a classroom setting with a trained professional. Prerequisites: CI 761 and 762.

CI 854. Improvement of Instruction in Social Studies (3). Students examine recent changes in social studies curriculum and instruction to investigate strengths and limitations of various approaches. Stresses competency in teaching for concept grouping, and combinations of these. Prerequisite: CI 735. CI 856. Improvement of Instruction in Mathematics (3). Students examine recent trends in subject matter content and teaching guides to improve understanding of meanings, vocabulary, and mathematical concepts. Includes instructional methods and materials.

CI 860. Seminar on Research Problems (1-3). Helps MEd students formulate either an acceptable agenda for the development of a professional portfolio or an acceptable proposal for a master's thesis to satisfy the applications requirement for the MEd in curriculum and instruction.

CI 861. Seminar in Special Education Research (2). Development and presentation of research proposal. Prerequisites: admission to MEd in special education, CESP701.

CI 862. Professional Portfolio Development (2). Students develop the professional portfolio proposed and accepted in CI 860. In consultation with their portfolio advisor and two other faculty members, students proceed with their approved agendas. Prerequisite: CI 860.

CI 863. Presentation of Professional Portfolio (2). Students complete, present to their faculty portfolio committee, and orally defend the professional portfolio proposed in CI 860. Prerequisites: CI 860 and 862 (or concurrent enrollment in CI 862).

CI 870. Trends in Early Childhood Education (3). Students analyze current early childhood education research with an in-depth study of contemporary programs influencing the education of young children.

CI 875-876. Master's Thesis (2-2). Students complete their research proposal that was accepted by their thesis committee. Also required is the completion and oral defense of the student's thesis. Students work closely with their advisor and committee. Students needing an additional semester to satisfy these requirements should enroll in CI 876. Students receive credit for course(s) when their thesis has been completed and defended. Prerequisite: CI 860.

CI 883. Methods in Teaching the Gifted (3). Students examine strategies and techniques for planning qualitatively differentiated curriculum to meet the unique academic needs of the gifted learner. Students explore a variety of curriculum approaches including acceleration, enrichment, compacting, grouping, and combinations of these. Prerequisite: CI 735.

CI 889. Action Research in Special Education (3). Students learn the process of classroom inquiry and reflection through the use of action research. Students identify a curriculum or instruction question related to special education settings. Through research, students seek to answer the question and prepare a paper to disseminate findings to professional colleagues. Prerequisites: Completion of the Core 1 provisionally sequence in one of the MEd in special ed specializations. For mild exceptionalities: CI 723, 724, 809, 847E, K or K Practicum; and 887. For early childhood special ed: CI 740, 741, 842, 847A, 847APracticum, and 887. For gifted education: CI 735, 847M Practicum, and 883.

CI 894. Advanced Topics in Early Childhood Special Education (1-4). Students participate in topical seminars in early intervention offered periodically to facilitate opportunities for the in-depth study of critical issues or topical research in this rapidly developing field. Prerequisites: CI 740, 741, 842, 847A, and 887 or instructor’s consent. Repeatable for credit.

Kinesiology and Sport Studies (KSS) The mission of the Department of Kinesiology and Sport Studies is to prepare students for careers in exercise science, physical education, and sport administration, as well as to provide the University community with physical activity experiences. Students are provided with quality instruction and practical experiences by faculty who engage in intellectual inquiry and service to the community and profession. The following degrees are offered: a BA degree in sport administration, a BA degree in physical education: K-12, and a BA degree in exercise science. Each degree area provides students with a quality education leading to numerous career opportunities.

Physical Education: K-12 Wichita State's elementary and secondary physical education teacher preparation degree program offers a quality education for students desiring a career teaching physical education. The curriculum provides students with a scientific and practical background upon which to base teaching content and methods. The K-12 program addresses the importance of a developmentally appropriate curriculum based on the national physical education standards. Students are provided a minimum of 45 contact hours with K-12 students during pre-student teaching experiences. Graduates qualify for the Kansas teacher certification in physical education K-12.

Exercise Science Wichita State's exercise science program is for those interested in careers involving exercise physiology, physical therapy, health promotion, clinical exercise-related fields, rehabilitation, medicine, biology of exercise, research, and academia or graduate education in health-related fields. The department also has a comprehensive human performance laboratory that is available for students completing exercise science coursework.

Sport Administration Wichita State's sport administration degree provides students with a quality curriculum including courses such as sport marketing, sport law, sport management, and sport facility
management. Students pursuing the sport administration degree program complete a two-semester internship requirement (or its equivalent). Graduates of this program work in a variety of sport settings including intercollegiate sports, minor league professional sports, major league professional sports, park and recreation departments, and in the health club/fitness industry.

**Minor in Exercise Science**

The exercise science minor consists of 23 credit hours including the following courses: KSS 201E, 328, 331, 440, 470, and 530; HS 331; and a prerequisite course in Anatomy and Physiology. This program provides minimum knowledge for careers in the fitness industry and for certification exams.

**Minor in Sport Administration**

The sport administration minor consists of 18 credit hours including the following courses: KSS 525, 560, and 565; MKT 300; and two of the following three courses: KSS 475, 520, and 544. This program provides minimum knowledge for careers in the athletic/sport industry.

**Physical Activity Service Program**

The Physical Education Activity Program represents a variety of 1-credit-hour courses in areas including team activities, individual activities, combatives, fitness activities, and aquatic activities. Course activity services in the program may be repeated for credit. Students should consult their college requirements to ascertain whether the activity courses will count toward degree requirements.

**Lower-Division Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>KSS 111</td>
<td>Foundations in Physical Education, Sport, and Fitness (3)</td>
<td></td>
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<tr>
<td>KSS 112</td>
<td>Introduction to Sport Administration (3)</td>
<td></td>
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<tr>
<td>KSS 113</td>
<td>Introduction to Exercise Science (3)</td>
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<tr>
<td>KSS 117</td>
<td>Community First Aid and Community CPR (2)</td>
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<tr>
<td>KSS 125</td>
<td>Health/Wellness Concepts (1)</td>
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<td>KSS 150</td>
<td>Workshop (1-3)</td>
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<tr>
<td>KSS 152</td>
<td>Special Studies in Health, Physical Education, and Recreation (1-3)</td>
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**Upper-Division Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>KSS 201A</td>
<td>Introduction to Physical Activity (2)</td>
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<tr>
<td>KSS 201B</td>
<td>Introduction to Physical Activity (2)</td>
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<td>KSS 201C</td>
<td>Introduction to Physical Activity (2)</td>
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<tr>
<td>KSS 201D</td>
<td>Introduction to Physical Activity (2)</td>
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<tr>
<td>KSS 210</td>
<td>Practicum—Sport Administration (3)</td>
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<tr>
<td>KSS 229</td>
<td>Applied Human Anatomy (3)</td>
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<tr>
<td>KSS 270</td>
<td>Motor Learning (3)</td>
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<tr>
<td>KSS 306</td>
<td>Water Safety Instructor (2)</td>
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<tr>
<td>KSS 310</td>
<td>Methods in Physical Education (3)</td>
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<tr>
<td>KSS 311</td>
<td>Physical Education in Middle School (3)</td>
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<tr>
<td>KSS 312</td>
<td>Physical Education in High School (3)</td>
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<tr>
<td>KSS 326</td>
<td>Physical Education in the Primary Grades (3)</td>
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<tr>
<td>KSS 327</td>
<td>Physical Education in the Intermediate Grades (3)</td>
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<tr>
<td>KSS 331</td>
<td>Care and Prevention of Athletic Injuries (3)</td>
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<tr>
<td>KSS 332</td>
<td>Technology for K-12 Educators (3)</td>
<td></td>
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<tr>
<td>KSS 338</td>
<td>Theory and Organization of Baseball (2)</td>
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<tr>
<td>KSS 360</td>
<td>Adapted Physical Education (3)</td>
<td></td>
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<tr>
<td>KSS 380</td>
<td>Organization and Administration of Sport (3)</td>
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<tr>
<td>KSS 425</td>
<td>Methods in Physical Education and Health (2)</td>
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**Exercise Science Minor**

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**Physical Education Program**

The physical education program provides an overview of the basic physiological, neurological, and biomechanical processes associated with physical activity and human development.

**Exercise Science Minor**

The exercise science minor consists of 23 credit hours including the following courses: KSS 525, 560, and 565; MKT 300; and two of the following three courses: KSS 475, 520, and 544. This program provides minimum knowledge for careers in the fitness industry and for certification exams. For prospective coaches, athletic trainers, health and physical educators—to aid in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries. Prerequisite: KSS 229 or equivalent.

**Physical Education Program**

The physical education program provides an overview of the basic physiological, neurological, and biomechanical processes associated with physical activity and human development.
Acquaints elementary and middle school classroom majors with organizational skills and instructional materials. Not open to students in physical education. Prerequisite: admission to teacher education.


KSS 431. Rehabilitation and Therapeutic Modality Use for Athletic Injuries (3). Principles in planning and implementing rehabilitation programs for injured athletes, emphasizing application of contemporary therapeutic exercise techniques. Advanced study of the use of hydrotherapeutic and electrotherapeutic agents in the rehabilitation of athletic injuries and the use and application of various modalities in the treatment of athletic injuries.

KSS 432. Athletic Training Lab 1, II, III, IV (3). 1 L Laboratory course. Provides practical learning experiences in the prevention, first aid, and care of athletic injuries. May be repeated.

KSS 440. Concepts in the Prescription of Exercise (3). An introduction of techniques appropriate for screening, health appraisal, and fitness assessment as required for prescribing exercise programs for persons without disease or with controlled disease, and provision for practical experience in a supervised setting outside the class. Prerequisite: KSS 201E and 530 or equivalent.

KSS 465. Psychology of Sport (3). Explores the observations, descriptions, and explanations of various psychological and physiological factors that influence diverse aspects of sport and physical activity. Prerequisites: KSS 112, 380.

KSS 470. Fitness Practicum (3). Application of theory to practice by assisting in various activities associated with the field of exercise science (i.e., fitness instruction, weight management, weight training, athletic training, etc.) a minimum of 15 hours per week. Prerequisites: KSS 117, 201E, 530; a 2.500 GPA; or departmental consent.

KSS 471. Student Teaching—Physical Education—Secondary (4). Prerequisite: completion of all courses in major field and Block III of teacher education program.

KSS 472. Student Teaching—Physical Education—Elementary (4). Application for student teaching must be made to the coordinator of laboratory experiences prior to the semester in which the student intends to enroll. The assignment for student teaching begins with the opening of the public schools, and the student is expected to follow the public school calendar for a semester. Prerequisite: completion of all classes in the major field and Block III of teacher education program.

KSS 473. Student Teaching Seminar (1). Weekly seminar evaluates strategies for managing classrooms and assesses instructional strategies. Students also discuss the employment process and the requirements for teacher certification. Prerequisite: concurrent enrollment in KSS 471 and 472.

KSS 475. Sport in American Culture (3). Basic understanding of the development, trends, and social processes that explain the widely popular sporting experiences in society today. Prerequisites: KSS 112, 380, 465, and 526.

KSS 481. Cooperative Education (4). Allows students to participate in the Cooperative Education program. Offered Cr/NC only. Prerequisites: 2.500 GPA and admission to College of Education.

Courses for Graduate/Undergraduate Credit

KSS 500. Health Education K-12 (3). Provides practical applications of theoretical models of change for the health field. Discusses health problems, strategies for affecting change, and outcome assessment. Develops selected instructional materials. Two field trips to preselected local health agencies. Additional projects required for graduate students. Prerequisite: Block I of teacher education program.

KSS 515. Rhythmic Activities in K-12 (3). Teaches methodology and curricular content of rhythmic activities appropriate for elementary and middle school children. Prerequisite: Block I of teacher education program.

KSS 520. Sport Tournament and Event Management (3). A detailed account of the structural design, mathematical calculations, scheduling principles, procedures, and thought processes involved in organizing and conducting sport tournaments and events. Prerequisite: KSS 112.

KSS 525. Sport Facility Management (3). Focuses on various aspects of facility management, such as mission development, funding and budget, site selection/planning/design, floor surfaces, risk management, equipment purchase and maintenance, and personnel management. Prerequisite: KSS 112.

KSS 526. Sport Public Relations (3). Focuses on the application of public relations principles in a sport-related setting. Significant attention to media relations with specific topics including media guides and publications, handling statistics, and crisis management. Prerequisite: KSS 380 and 465.

KSS 528. Sport Finance (3). Introduces the sport administration student to financial challenges, financial statements, financial planning, and related issues within sport organizations. Prerequisites: KSS 380 and 465.

KSS 530. Physiology of Exercise (3). 3R; 1L. Provides a working knowledge of human physiology as it relates to exercise. Prerequisite: KSS 229 or equivalent.

KSS 540. Seminar in Sport Business (3). Integrates the knowledge base of sport and business as it applies in the practical setting. Prerequisites: 2.500 GPA, admission to College of Education, KSS 460, and senior standing.

KSS 543. Organization and Administration of Exercise Science (3). Introduces the various organizational and administrative issues existing in the field of exercise science. Addressed are the concepts and issues involved with administering and organizing facilities such as corporate-sponsored wellness programs, sports medicine clinics, exercise laboratories, athletic training departments, physical therapy centers, cardiopulmonary rehabilitation clinics, and health and fitness centers.

KSS 544. Organization and Administration of Physical Education Programs (3). The organizational and administrative problems of physical education programs and the management of the physical plant.

KSS 547A. Internship in Sport Administration (8). Cumulative activity for students in sport administration. Students spend the equivalent of full-time employment in one appropriate agency for at least 520 hours. Prerequisites: 90 hours of accumulated course credit, KSS 475, 2.500 GPA overall, and internship coordinator’s permission.

KSS 547B. Internship in Sport Administration (Sec). Internship experience for students in sport administration; takes place in a different setting than KSS 547A. Students spend the equivalent of full-time employment in one appropriate agency for a total of at least 520 hours. Prerequisites: KSS 547A, 2.500 GPA overall and in major, senior standing in College of Education, advisor’s approval.

KSS 557. Internship in Exercise Science (8). Cumulative activity for students completing the BA in exercise science. Students spend the equivalent of full-time employment in one appropriate agency for one full semester. Prerequisites: senior standing, departmental consent, KSS 470, 2.500 minimum GPA overall and for major, admission to College of Education.

KSS 560. Legal Aspects of Sport and Physical Activity (3). Focuses on the concepts of tort law, constitutional law, and statutory law as they relate to the sport profession. Emphasizes liability-related issues as they impact sport administrators, exercise professionals, and teachers/coaches of physical activity. Prerequisites: KSS 112, 380, and 465.

KSS 565. Marketing Sport and Physical Activity Programs (3). Presents concepts and tools used to market sport and physical activity. Emphasizes marketing strategies that are applicable to the sport administrator, teacher/coach, and exercise professional. Prerequisite: MKT 300.

KSS 590. Independent Study (1-3). Prerequisite: departmental consent.

KSS 720. Teaching Strategies (3). Non-traditional and innovative techniques and strategies for increasing student participation and motivation in the physical education lesson. Prerequisites: senior standing, graduate standing, or instructor’s consent.

KSS 726. Communication in Sport (3). Since a sport organization’s success is largely dependent on the degree to which it can effectively communicate with key constituents, this class addresses a variety of communication-related topics, including public relations management, image, media relations, and community relations.

KSS 732. Introduction to ECGs (3). Develops a foundation in electrophysiology. Includes ECG leads, rate and rhythm,
ego complexes and intervals, conduction disturbances, arrhythmias, ECG identification of myocardial infarction location, and drug effects on an ECG. Prerequisites: KSS 530 and senior standing, full standing in the Graduate School, or instructor’s consent.

KSS 750. Workshop in Education (1-3).

KSS 752. Special Studies in Kinesiology and Sport Studies (1-3). Group study in a prescribed area of health, physical education, or recreation. Repeatable for credit with departmental consent. Prerequisite: departmental consent.

KSS 760. Sport in Society (3). Impact of sports on American culture, with focus on competition, economics, methodology, education, religion, ethics, professional sports, sports and minorities.

KSS 762. Tests and Measurement in Human Performance (3). Introduces testing, measurement, and evaluation techniques used in human performance and related fields. Students learn to conduct valid, reliable, and objective laboratory/field testing, measurement, and evaluation procedures commonly used in human performance settings. Prerequisites: KSS 111, 201E, 229, 328, and 530.


KSS 780. Physical Dimensions of Aging (3). Covers the complex physiological changes that accompany advancing age and how exercise affects the aging process. Includes an appreciation for how functional consequences affect mental and social dimensions of life. Emphasizes factors associated with the preparation, implementation, and evaluation of research projects involving elderly populations.

KSS 781. Cooperative Education Field Study (1-8). Provides the graduate student with a field placement which integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program. Individualized programs must be formulated in consultation with appropriate graduate faculty. The Plan of Study for a graduate degree-bound student must be filed before approval of enrollment for cooperative education graduate credit. May be repeatable for credit with a limit of 8 hours counting toward the graduate degree. Offered Cr/NCr only.

KSS 790. Applied Exercise Physiology (3). Focuses on the applied aspect of exercise physiology. Includes the areas of environmental influences on performance; optimizing performance through training, nutrition, and ergogenic aids; training and performance of the adolescent athlete and of elderly; and the differences in performance and training between genders. Prerequisite: KSS 530 or 531.

KSS 795. Physiology of Athletic Performance (3). Explores the physiological responses involved with various athletic performances, including sports requiring endurance, speed, and power. Includes such areas of physiological study as metabolic energy systems, cardiovascular and skeletal muscle adaptation, muscle fiber type differentiation, and responses to extreme environmental conditions. Discovers parameters for performance and establishes guidelines for training at high levels of performance.

KSS 796. Motor Integration (3). Examines the principles of motor skill acquisition, human motor performance, and motor control. Emphasizes the use of transfer, memory, practice schedules, motivation, knowledge of results, neuromotor functioning, and differences in motor abilities that are involved in motor skill performance. Prerequisite: graduate standing at WSU.

Courses for Graduate Students Only

KSS 800. Recent Literature in the Profession (3). Survey and critical analysis of research and other pertinent materials in the field.

KSS 801. Leadership and Management in Sport (3). Initial introduction into the administration of sports in public schools, institutions of higher education, and commercial and professional sports organizations. Learn about the various components of sports administration by reading appropriate materials and entering into dialogue with practicing administrators.

KSS 803. Sport Marketing (3). Focuses on the application of marketing principles in a sport-related setting. Addresses such content areas as corporate sponsorships, ticket sales, broadcast agreements, promotional events, and direct marketing in the sport entertainment, sport participation, and sporting goods sectors of the industry.

KSS 814. Analysis of Teaching (3). An in-depth examination of teacher effectiveness. Includes analyzing research in physical education, identifying significant teacher and student behaviors involved in effective teaching, examining evaluation models designed for analyzing and measuring teaching effectiveness, and developing intervention programs.

KSS 815. Fitness Assessment/Exercise Recommendations (3). Introduces techniques appropriate for screening, health appraisal, and fitness assessment as required for prescribing exercise programs for individuals without disease or with controlled disease. Requires out-of-class laboratory experiences. Prerequisites: KSS 530 or equivalent and graduate standing.

KSS 830. Advanced Physiology of Exercise (3). In-depth study into the physiological basis of exercise. Includes energy metabolism, respiratory dynamics, cardiovascular function, and regulation during rest, steady state, and exhaustive physical activity. Emphasizes immediate and long-term adaptation to exercise and training. Prerequisite: KSS 530.

KSS 835. Legal Issues in the Profession (3). Acquaints the graduate student with legal research and the role that law plays in governing the sport and fitness industries. Actively research various theories of law and how they affect the nature of sport, fitness activity, the participants, and consumers. Investigates the basic concept of negligence utilizing illustrative cases from sports, physical education, and fitness activities. Also focuses on specific situations regarding injury and subsequent lawsuits.

KSS 847. Internship (6). Internship in selected areas of specialization in sport administration. Prerequisite: departmental consent.

KSS 857. Internship in Exercise Science/Wellness (6). Internship in selected area of specialization within the exercise science/wellness program. Students spend the equivalent of full-time employment in an appropriate agency for one full semester. Prerequisite: departmental consent.

KSS 860. Research Methods in the Profession (3). Examination of methodological issues related to topics in health, PE, recreation, sports studies, and exercise science/wellness. Includes review and critical evaluation of literature, research design and statistical processes, methodology, data collection techniques, computer-based analysis of data and thesis/report writing. Students design and complete a mini-research project. Prerequisite: KSS 800.

KSS 862. Professional Portfolio Development (1-2). Students develop the professional portfolio proposed and accepted in CI 860. In consultation with their portfolio advisor and two other faculty members, students proceed with their approved agendas. Prerequisite: CI 860.

KSS 863. Presentation of Professional Portfolio (1-2). Students complete, present to their faculty portfolio committee, and orally defend the professional portfolio proposed in CI 860. Prerequisites: CI 860 and KSS 862 or CI 862 (or concurrent enrollment in 862).

KSS 875. Thesis Research (1-2). Development of a research problem and proposal with the direction of a graduate faculty member. Repeatable but total credit hours counted toward degree requirements must not exceed 2. Prerequisites: admission to graduate school in good standing, KSS 860, and departmental consent.

KSS 876. Thesis (1-2). Repeatable but total credit hours counted toward degree requirements must not exceed 2. Students must be enrolled in this course during the semester in which all requirements for the thesis are met. Prerequisites: KSS 875 and consent of the student’s committee chair.

KSS 890. Special Topics (1-4). Directed reading and research under supervision of a graduate instructor. Prerequisite: departmental consent.

KSS 895. Applied Research (1-4). Provides opportunity for the student to develop, in collaboration with a departmental faculty member, objectives and protocol for independent work.

Music Education
See School of Music section, College of Fine Arts.

The following abbreviations are used in the course descriptions: R stands for lecture and L for laboratory. For example, 4R; 2L means 4 hours of lecture and 2 hours of lab.