

Wichita State University

College of Education

Elementary Education

Preparing Highly Competent, Collaborative, Reflective Professionals

Catalog Descriptions for Professional/Pedagogy courses

CESP 334 Introduction to Diversity: Human Growth and Development (2)

Provides a comprehensive overview of the theories, methods, and content of child development. Learning should come from multiple sources: required and nonrequired reading, group discussions, class projects, individual student development, etc. The framework for this course has four major dimensions: (a) basic theoretical and research issues, (b) development from an interdisciplinary perspective, (c) interaction of life experience and human change, and (d) applying this understanding to the real world. Prerequisites: acceptance into teacher education program, concurrent enrollment in CI 311, 320, 321.

CESP 433 Learning, Assessment, and Evaluation Theory: Evidence-Based Instruction (3)

This course examines the nature of learning and memory, learning strategies, individual differences and social factors influencing learning. It 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, and 321.

CI 270 Introduction to the Education Profession (3)

Students examine the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and inquiry. Students are engaged in activities using all of these tools. Includes electronic classroom observation component. This course replaces CI 271, 272. Prerequisites: successful completion of basic skills courses.

CI 311 Introduction to Diversity: Field Experience for Core I (1)

To support the coursework in Core I, this field experience will provide opportunities to observe and interact with diverse populations in the context of classroom, community, and family settings. Prerequisite: admission to teacher education. Co-requisites: CI 320, 321; CESP 334.

CI 317 Literacy Strategies for Content Areas (2)

This course covers principles and strategies used in effective instruction, including thinking, reading, writing, vocabulary development, and comprehension skills needed to more fully learn in content areas. Students will also receive training to use the 6 Trait Analytical Rating Guide for assessing writing. This is the method used to score the Kansas State Writing Assessment. Prerequisite: Admission to Teacher Education Program.

CI 319 Mathematical investigations (3)

This course is founded on National Council of Teachers of Mathematics (nctm.org) principles and standards for school mathematics. It will model an investigative problem-based approach to mathematics focusing on process standards: problem solving, reasoning and proof, communication, connections and multiple representations. Students should gain an active understanding of problem-posing and problem-solving in mathematics, as well as a familiarity with heuristics for problem-solving. Course will also utilize appropriate technology-based cognitive tools. Prerequisites: MATH 501 Mathematics for Elementary teachers

CI 320 Introduction to Diversity: Exceptionalities (2)

This course surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory, and cognitive disabilities and those learners who exhibit gifts and talents. The effects of cultural differences and human development on individuals with exceptional learning needs are explored. Current educational policy, practices, and services are reviewed. Emphasis is placed on inclusion model teaching strategies, as well as the role of the general education teacher in the special education process. Prerequisite(s): Admission to teacher education: concurrent enrollment in CI 311 – Introduction to Diversity; Field Experience, CI 321 – Introduction to Diversity: Cultural Issues, and CESP 334 Introduction to Diversity: Human Growth and Development.

CI 321 Introduction to Diversity: Cultural Issues (2)

Students examine issues that impact providing an equitable education to all students. Disciplined inquiry and critical experience encourage educators to be more responsive to cultural pluralism in society. Course content emphasizes diversity issues in education and development of a knowledge base to support culturally responsible pedagogy. Prerequisite: admission to teacher education.

CI 323 Technology Seminar in Elementary Education (1)

This technology seminar is intended to help elementary and early childhood unified education majors develop technology skills required to be an effective elementary classroom teacher in today's schools. The focus of the course will be on word processing, presentation skills, data collection and analysis, interactive and collaborative hardware and software and the appropriate use of technology in curriculum development and classroom instruction. Prerequisite(s): Acceptance into the Teacher Education Co-requisites CI 311, CI 320, CI 321 and CESP 334

CI 324 Linguistics for Elementary Teachers (3)

An in-depth study of the major theories of first and additional language acquisition / development / learning and their implications for K-6 classroom instruction. Prerequisite(s): Acceptance into the Teacher Education program

CI 402E ISAM-Early Literacy (3)

Students are introduced to the instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives in the K-2 classroom. Students become familiar with various management strategies for building a positive classroom environment in which young children can achieve at their full potential. Students will further understand instruction, assessment, and management in the context of teaching emergent literacies to foster language development, create optimal learning environments, assess and evaluate literacy learning, and provide for differentiation and intervention strategies related to young students. Comprehensive, evidence-based primary literacy programs include modeled, guided, and direct instruction; management and organizational frameworks; skill and strategy teaching; integration of reading/writing, listening/speaking, and viewing/visual representation; and technologies that enhance K-2 literacy instruction and facilitate professional productivity.

CI 402I ISAM Teaching-Intermediate Literacy (2)

This course provides intermediate literacy theory for instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives for the reading to learn (3rd-6th) classroom. Students become familiar with various management strategies for building a positive classroom environment in which all children can achieve at their full potential. Students will further understand instruction, assessment, and management in the context of teaching the specific subject integrated with all subject areas. Prerequisites: CI 324 and 402E

CI 402J ISAM: Elementary Social Studies (4)

Students are introduced to social studies instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives in the K-6 classroom. Students further understand instruction, assessment, and management in the context of teaching social studies. Prerequisites: CI 311, 320, 321, and 431A; CESP 334. Co-requisites: CI 411J and CESP 433.

CI 402M ISAM: Elementary Mathematics (3)

Students are introduced to mathematics instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives in the K-6 classroom. Students further understand instruction, assessment, and management in the context of teaching mathematics. Prerequisites: CI 319, 402J, 402S, 411J, 411L, 411S, 431B, CESP 433, and MATH 501. Co-requisite: CI 411M.

CI 402S ISAM: Elementary Science (4)

Students are introduced to science instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives in the K-6 classroom. Students further understand instruction, assessment, and management in the context of teaching science. Prerequisites: CI 311, 320, 321, 402L, 431A; CESP 334, and PHYS 502. Co-requisites: CI 411S and CESP 433.

CI 411A Prestudent Teaching: Elementary (2)

Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement, and assess instruction aligned with state and/or district standards in elementary content. Prerequisites: Successful completion of CI 311, 320, 321, 323 and CESP 334

CI 411B Prestudent Teaching: Elementary (2)

Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement, and assess instruction aligned with state and/or district standards in elementary content. Prerequisites: Successful completion of CI 317, 319, 324, 411A, and Math 501.

CI 427 History, Philosophy, and Ethics of Education (3)

Students study the major contemporary educational philosophies, the historical and social development of American education, and the ethical standards and legal issues influencing schools today. Some emphasis is placed on the students' examination of their own educational philosophy and ethics. Prerequisite(s): Admission to Teacher Education and concurrent enrollment in a practicum or clinical experience. . Prerequisite: admission to teacher education. Co-requisite: a practicum or clinical experience.

CI 446 Student Teaching Seminar: Elementary (2)

Students study and discuss experiences emerging from student teaching including the planning of school programs and assuming the responsibilities of a teacher. Graded *Cr/NCr* only. Prerequisites: acceptance into teacher education; CI 322, 402J, 402L, 402M, 402S, 406. Co-requisites: CI 447 and 457.

CI 447 Student Teaching: Elementary (11)

Designed to allow students to spend a semester in an appropriate classroom setting working with a cooperating teacher. The student and cooperating teacher, with the approval of the university supervisor, devise a plan for the student teacher to assume full responsibility for the classroom(s) for a designated period of time during the semester. Prerequisites: CI 402J, 402L, 402S, 402M, 431C, all 411 experiences, and acceptance into clinical practice. Co-requisites: CI 446, 431D.

CI 750A Physical Science in Elementary Classroom (4)

Students will discover how the world around them works from a hands-on lab application setting combining the foundations of science/physics to an elementary classroom setting. This course is intended only for elementary teachers seeking to better understand the critical connections of the laws of science to the inquiry approach used in elementary science instruction

HPS 425 Methods in Physical Education and Health (2)

Methods of teaching physical education, health, and wellness. 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.