CI 501. Professional Writing for Educators (1-3).
Helps students learn the writing skills, techniques and typical procedures required for developing manuscripts for possible publication in the field of education. Addresses manuscripts for a variety of publication outlets.

CI 502. Math for Exceptionalities (3).
Teacher education candidates explore and evaluate instructional theories, principles and research-based instructional strategies appropriate for mathematics for learners with exceptionalities. They also become familiar with formal and informal diagnostic tools to identify students experiencing difficulties learning mathematical concepts and gain skill implementing research-based intervention practices for these students. In addition, teacher education candidates explore the interface of technology and effective mathematics instruction. Through assignments designed to provide practical application of content, they explore resources, technology, research and practices that facilitate specific skill development in students. They also learn about strategies to support enjoyment of mathematics for students with diverse and challenging learning needs. For undergraduate students only. Course includes diversity content. Prerequisite: admission to the ECU/Elementary Apprentice Program.

CI 503. Mathematics for High School Teachers (3).
Capstone course in secondary mathematics education designed to prepare secondary mathematics education majors for a career in high school teaching by examining secondary school mathematics from an advanced, mathematical point of view. Topics covered are rooted in core secondary curriculum including number and operations, algebra, geometry, functions and statistics. Students draw connections between ideas taught separately in different mathematics courses as they explore familiar high school level mathematics problems. Open to education majors only. Course includes diversity content. Prerequisites: MATH 321, 344, 415, 511, 513, 531, 615, 621, STAT 460 (with a grade point of 2.000 or better, or instructor's consent).

CI 504. Special Education Law (3).
Specific local, state, and federal laws governing special education programs and services are discussed in detail. The impact, application of the laws, and strategies for complying with them in the PreK-6 setting are major areas of focus. For undergraduate credit only. Course includes diversity content. Prerequisites: admission to ECU/Elementary Apprentice Program.

CI 505. Science Technology & Society (1).
Investigates the relationships between science and technology, and the effects of both on our past and present society/culture.

CI 506. Introduction to the Education Profession for Special Educators (2).
Introduces the education profession and situates within it the roles and responsibilities of the special educator. Discusses the historical, philosophical, sociological, governance, organizational, legal and curricular foundations of education, including the integration of topics related to the evolution of the special education profession. Students learn how to carry out the important roles and responsibilities of the special educator, as well as gain a basic understanding of the various educational settings in which they may be employed. Prerequisite: graduate standing.
CI 603. Foundations of Early Childhood Unified (2).
Introduction to working with young children (including those developing normally, those at risk due to environmental and biological issues, and those with special needs), their families, and professionals in community schools, agencies and programs. Emphasizes professional development, positive dispositions, early childhood learning environments and early childhood professional standards. Examines the ECU professions, characteristics of good teaching, the nature of teacher education and basic historical and philosophical foundations of ECU education. Prerequisite: CI 270.

CI 604. ECU Assessment and Methods: Infants, Toddlers and Preschool (B-PreK) (3).
Provides knowledge, skills and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development of services, supports and accommodations for infants/toddlers (birth through age 2) and preschool (3-4 years old). Includes competencies within both the early childhood and early childhood special education fields. For undergraduate credit only. Course includes diversity content. Prerequisite: admission to ECU/Elementary Apprentice Program.

CI 605. Internship I (2).
In the licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program complete at least 15 hours per week under the supervision of a classroom teacher. For undergraduate credit only. Course includes diversity content. Prerequisite: admission to the ECU/Elementary Apprentice Program.

CI 606. Internship II (2).
In the licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program complete at least 15 hours per week under the supervision of a classroom teacher. For undergraduate credit only. Course includes diversity content. Prerequisite: admission to the ECU/Elementary Apprentice Program.

CI 607. Internship III (2).
In the licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program complete at least 15 hours per week under the supervision of a classroom teacher. For undergraduate credit only. Repeatable for a total of 10 credit hours. Course includes diversity content. Prerequisite: admission to the ECU/Elementary Apprentice Program.

CI 608. Internship IV (2).
In the licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program complete at least 15 hours per week under the supervision of a classroom teacher. For undergraduate credit only. Course includes diversity content. Prerequisite: admission to the ECU/Elementary Apprentice Program.

CI 614. ECU Assessment and Methods: Infants, Toddlers and Families (3).
Provides knowledge, skills and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development of services, supports and accommodations for infants/toddlers (birth through age 2) and their families. Includes competencies within both the early childhood and early childhood special education fields. Prerequisite: CI 327 for undergraduates and CI 603 for graduates. Corequisite: CI 614I (for undergraduate students only).

CI 614I. ECU Preteaching Internship: Infant Toddler (2).
Candidates participate in a preteaching internship experience in natural settings (within homes and the community) that include young children from birth through age 2 and their families. Candidates work with a cooperating teacher, other professionals and a university supervisor to plan, implement and assess services and supports for young children and their families. Prerequisite: CI 327. Corequisite: CI 614 (for undergraduate students only).

CI 615. Learning & Reading Strategies (2-3).
Provides an understanding of the development of learning and reading strategies and explores instructional approaches for guiding secondary students in those strategies and their use in content areas.

CI 616. Literature for Adolescents (3).
Expands student knowledge of strategies for helping culturally, developmentally and linguistically diverse students comprehend and construct meaning from texts using appropriate education technology and face-to-face instructional techniques. Includes extensive reading of classic and contemporary young adult literature in all genres. Prerequisite: acceptance into teacher education. Currently and previously certified teachers meet prerequisites.

CI 617. ECU Assessment and Methods: Preschool (3).
Provides knowledge, skills and dispositions for teacher candidates regarding development and learning at the preschool level (ages 3-5). Candidates learn to link theory and evidence-based practices to the preparation of the learning environment, and to the curriculum and instructional methods that are appropriate for all children. Includes methods of screening and evaluation, adaptations and accommodations, and interventions to meet individual child needs, including those with exceptionalities. Prerequisite: CI 327 for undergraduates and CI 603 for graduates. Corequisite: CI 617P (undergraduates).

CI 617P. ECU Preteaching Internship: Preschool (2).
Candidates participate in preteaching internship experiences in preschool settings that include young children from ages 3 through 5 (both with and without exceptionalities) and their families. Students work with a cooperating teacher(s) and university supervisor to screen, evaluate, assess, plan curriculum, deliver instruction, adapt for individual child needs, and implement special education services and support for the education of young children. Prerequisite: CI 327. Corequisite: CI 617 (for undergraduate students only).

CI 647A. Teaching Internship: ECU K–3 (3-8).
Candidates spend nine weeks in professional settings (K-3 level) working with a cooperating teacher and university supervisor. The candidate and cooperating teacher, with the approval of the university supervisor, devise a plan for the intern to assume full responsibility for the program/classroom for a designated period of time during the nine-week period. Prerequisites: CI 614*, 614I*, 703*, and either 611 or 796; successful completion of all Core I (CESP 334, CI 311, 320, 321, 323, 317*, 519 (2.00 or better)), and Core II (CI 603, CESP 433, CI 402E*, CI 402I*, CI 402J*, HPS 425*, CI 324, CI 402I*, CI 402M*, CI 402S*, CI 411B*, CI 617, CI 617P) courses and assessments and acceptance into clinical practice (*Courses require a grade of B- or better). Corequisites: CI 446, 647B.

CI 647B. Teaching Internship: ECU Birth-PreK (4).
Candidates spend seven weeks in professional settings (infant/toddler level or preschool level) working with a cooperating teacher and university supervisor. The candidate and cooperating teacher, with the approval of the university supervisor, devise a plan for the intern to assume full responsibility for the program/classroom for a designated period of time during the semester. Course restricted to undergraduate students only. Prerequisites: CI 614*, 614I*, 703*, and either 611 or 796; successful completion of all Core I (CESP 334, CI 311, 320, 321, 323, 317*, 519 (2.00 or better)), and Core II (CI 603, CESP 433, CI 402E*, CI 402I*, CI 402J*, CI 411A*, HPS 425*, CI 324, CI 402I*, CI 402M*, CI 402S*, CI 411B*, CI 617, CI 617P) courses.
and assessments and acceptance into clinical practice (*Course requires a grade of B- or better). Corequisites: CI 446, 647A.

CI 654E. Instructional Methods in Middle Level/Secondary Education (1-3).
Acquaints current or potential educators with the concepts and skills necessary to meet the needs of students in middle level and/or secondary education. Focuses on content specific pedagogy as it relates to classroom instruction, management and assessment or adaptations. Prerequisite: teaching license or admission to the Master of Arts in Teaching.

CI 654J. Instructional Methods in Middle Level/Secondary Education - History (1-3).
Acquaints current or potential educators with the concepts and skills necessary to meet the needs of students in middle level and/or secondary education. Focuses on content specific pedagogy as it relates to classroom instruction, management and assessment or adaptations. Prerequisite: teaching license or admission to the Master of Arts in Teaching.

CI 654M. Instructional Methods in Middle Level/Secondary Education - Mathematics (1-3).
Acquaints current or potential educators with the concepts and skills necessary to meet the needs of students in middle level and/or secondary education. Focuses on content specific pedagogy as it relates to classroom instruction, management and assessment or adaptations. Prerequisite: teaching license or admission to the Master of Arts in Teaching.

CI 654S. Instructional Methods in Middle Level/Secondary Education - Science (1-3).
Acquaints current or potential educators with the concepts and skills necessary to meet the needs of students in middle level and/or secondary education. Focuses on content specific pedagogy as it relates to classroom instruction, management and assessment or adaptations. Prerequisite: teaching license or admission to the Master of Arts in Teaching.

CI 701. Foundations of Education (2).
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).
Surveys 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 703. Assessments and Methods: K-3 (3).
Provides knowledge, skills and dispositions for candidates working with families and young children from kindergarten through grade 3. Covers theory, methodology, screening, evaluation, assessment and instructional practices, including adaptations/modifications/assistive technology of general education curriculum/instruction for young children both with and without delays/diagnosed disabilities. Prerequisites: CI 327 for undergraduates and CI 603 for graduates, and at least one of the following - CI 402J, 402S, 402L or 402M; or hold an elementary teaching license.

CI 704. Assessment & Methods K-1 (3).
Provides knowledge, skills and dispositions for candidates working with families and young children from kindergarten through first grade. Covers theory, methodology, screening, evaluation, assessment and instructional practices, including adaptations and modifications for all young children, including English language learners and those with and without delays/diagnosed disabilities. Prerequisite: CI 603. Corequisite: CI 748.

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 outcome. Prerequisite: graduate standing.

CI 707. Adolescent Development (2).
Examines adolescent development through various developmental lenses and applies that knowledge to practice and research. Provides a practical understanding of the developmental trajectories of adolescent thinking and reasoning and prepares educators working with adolescents for the unique aspects they bring to the educational setting. Beginning with contemporary and global conceptualizations of adolescence, the course builds toward a more complex understanding of the developing self and the synergy among the self, significant relationships (including family, peers) and context (i.e., school, work and media). Prerequisite: admission to the Transition to Teaching program.

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

CI 709. Current Topics in Instruction (1-3).
Addresses a broad range of topical issues in current practices for effective instruction. A current issue is covered under this course number, an umbrella number for a variety of topics/innovations in instructional practices. Repeatable for credit.

CI 709A. AP Institute Special Topics (3).
Only available to those registered for the WSU Advanced Placement Summer Institute as attendance at the APSI is a course requirement. For information on the APSI, contact Dr. Jim Granada, ASPI Director, at jim.granada@wichita.edu.

CI 710B. Differentiated Instruction for Active Engagement (2).
Intended as part of the core for a Master of Arts in Teaching. Focuses on the elements of differentiation, differentiated instruction based on student need, and lesson plan design that reflects planned differentiation. Students explore best practices, strategies and practical applications of differentiation in diverse classroom contexts.

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 714. Reading Instruction and Assessment (3).
Helps students create instructional environments; teaches phonemic awareness, word identification (including phonics), vocabulary-building skills, strategies for comprehension and the construction of meaning, reading and writing fluency, and study strategies; and assesses student performance and progress. Prerequisite: CI 705 or departmental consent.
CI 717. Qualitative Inquiry in Education (1-3).
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 724. Introduction to Teaching Strategies for Students With Mild/Moderate Disabilities (3).
Examines introductory assessments, curriculum and instruction related to students with mild and moderate learning needs. Includes competencies for (1) developing individual educational plans, (2) assessment for culturally responsive models of instructional planning, (3) planning and delivering research-validated individualized instruction, (4) monitoring and basing instructional decisions on performance data, (5) managing safe and conductive learning environments, and (6) strategies for working with students with adaptive learning needs in general and special education environments.

CI 733. Assessments and Methods: Grades 2–3 (3).
Provides knowledge, skills and dispositions for candidates working with families and young children in 2nd and 3rd grade. Covers theory, methodology, screening, evaluation, assessment and instructional practices, including adaptations and modifications for all young children, including English language learners and those with and without delays/diagnosed disabilities. Prerequisites: CI 603, 704. Corequisite: CI 749.

CI 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. Prerequisites: CI 705, graduate standing.

CI 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: CI 705, 714.

CI 737. Methods/Assessment: Gifted (3).
Explores a variety of assessment instruments, both teacher-made and standardized, to determine a gifted student's cognitive functioning level and educational needs. Examines strategies and techniques for planning qualitatively differentiated curriculum to meet the academic needs of the gifted learner.

CI 738. Professional Education Badge (0.5-3).
For professionals interested in strengthening their expertise in an education-related area. Students enrolled in these courses develop knowledge that enhances their professional skills and leadership capacity for educational environment. Graduate credit only. Graded Bg/ NBg.

CI 742. Introduction to Teaching Strategies for Students with Severe/Multiple Disabilities (3).
Examines introductory assessments, curriculum and instruction related to students with severe and multiple disabilities. Includes competencies for (1) developing individual educational plans, (2) assessment for culturally responsive models of instructional planning, (3) planning and delivering research-validated individualized instruction, (4) monitoring and basing instructional decisions on performance data, (5) managing safe and conductive learning environments, and (6) strategies for working with students with moderate to severe needs in general and special education environments.

CI 743. Transition to Teaching or Residency Internship I (1).
In the transition to teaching or residency licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Students in the residency program teach at least 20 hours per week under the supervision of a classroom teacher. The prerequisites/corequisites differ for each program. Prerequisites: for the ECU Residency program: admission to the program; for the Transition to Teaching and Middle Level Secondary programs: CI 760A, employment by a school district or agency partnership and completion of program requirements for restricted teacher licensure or residency. Corequisite: for the Transition to Teaching and Middle Level Secondary programs: CI 761A.

CI 744. Transition to Teaching or Residency Internship II (1).
In the transition to teaching or residency licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Students in the residency program teach at least 20 hours per week under the supervision of a classroom teacher. The prerequisites/corequisites differ for each program. Prerequisites: for the Transition to Teaching and MLS Residency program: CI 743, 761A, employment by a school district or agency partnership and completion of coursework for restricted teacher licensure or MLS residency; for the ECU Residency program: CI 603, 743. Corequisite: for the Transition to Teaching and MLS Residency programs: CI 769; for the ECU Residency program: CI 614.

CI 747L. Practicum: ESL/Bilingual Education (2-3).
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: CI 321 or 711, CI 774, 775, 776, 777.

CI 748. Transition to Teaching or Residency Internship III (1).
In the transition to teaching or residency licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Students in the residency program teach at least 20 hours per week under the supervision of a classroom teacher. The prerequisites/corequisites differ for each program. Prerequisites: for the Transition to Teaching and MLS Residency programs: CI 744, 769, employment by a school district or agency partnership and completion of coursework for restricted teacher licensure or residency; for the ECU Residency program: CI 617, 744. Corequisite: for the Transition to Teaching and MLS Residency programs: CI 848; for the ECU Residency program: CI 704.

CI 749. Transition to Teaching or Residency Internship IV (1-3).
In the transition to teaching (T2T) or residency (ECU or middle level secondary) licensure programs, this internship fulfills the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Students in the residency (ECU or middle level secondary) programs are full-time interns for the entire semester under the supervision of a classroom teacher. The prerequisites/corequisites differ for each program. Prerequisites: for the Transition to Teaching program: CI 748, employment by a school district and completion of coursework for provisional teacher certification; for the Middle Level Secondary Residency program: CI 748; for the ECU Residency program: CI 703, 748. Corequisite: for the Transition to Teaching program: CI 749.
program: CI 849; for the Middle Level Secondary Residency program: CI 849; for the ECU Residency program: CI 733.

**CI 749A. Practicum: High-Incidence Learners (3).** Provides prospective special education teachers with participation in a class for children or adolescents with high incidence learning needs being served in special education programs. Supervision is provided by a fully-qualified special education teacher and a university faculty member. Emphasizes (1) research-validated teaching methods for students with high incidence learning needs, including planning individual education programs and standards-based education; (2) use of formal-informal psychoeducational assessment devices, curriculum strategies, positive behavior support, behavior management and evaluation of student performance; and (3) reflective analysis of personal performance and its impact on student learning. Prerequisite: practicum placement approval.

**CI 749F. Practicum: Low-Incidence Learners (3).** Provides supervised practical experience in a program setting that serves students who have low incidence disabilities. Candidates work with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards for students with low incidence disabilities. Prerequisite: practicum placement approval.

**CI 749G. Practicum: Gifted (3).** Provides prospective special education teachers with participation in an educational setting for children and adolescents needing the gifted curriculum served in special education programs. Supervision is provided by a fully-qualified gifted education teacher and a university faculty member. Emphasizes research-validated teaching methods for students with gifted curriculum needs. Prerequisite: practicum placement approval.

**CI 750. Workshops in Education (1-4).** Workshops on a variety of education topics. Different topics are indicated by a letter following the course number.

**CI 750AN. Effective Instructional Practices I (0.5-4).** Participants learn about various instructional strategies to enhance learning experiences in education. Instructional methods include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Focuses on educator behaviors that stimulate achievement in learners. With an appreciation of the diversity of the student body, participants effectively integrate and apply technology into instruction, when appropriate, to develop and deliver curricula to enhance student learning. Repeatable for credit.

**CI 750AO. Effective Instructional Practices II (0.5-4).** Participants continue to learn about various instructional strategies to enhance learning experiences in education. Instructional methods include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Focuses on educator behaviors that stimulate achievement in learners. With an appreciation of the diversity of the student body, participants effectively integrate and apply technology into instruction, when appropriate, to develop and deliver curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Repeatable for credit.

**CI 750AP. Introduction to Teaching Concurrent Enrollment Courses: College Algebra (3).** In this introduction to teaching concurrent enrollment course in high school, the following topics are covered: (1) needs of high school students as learners in a college algebra course, (2) principles of course development: college algebra, (3) college algebra content taught at the high school level: implications, (4) introduction to Blackboard, online learning formats, principles of online learning for college algebra, (5) meeting ADA compliance requirements in college algebra coursework, and (6) meeting state standards for high school mastery.

**CI 750AQ. Introduction to Teaching Concurrent Enrollment Courses: College Chemistry (3).** In this introduction to teaching concurrent enrollment course in high school, the following topics are covered: (1) needs of high school students as learners in a college chemistry course, (2) principles of course development: college chemistry, (3) college chemistry content taught at the high school level: implications, (4) introduction to Blackboard, online learning formats, principles of online learning for college chemistry, (5) meeting ADA compliance requirements in college chemistry coursework, and (6) meeting state standards for high school mastery.

**CI 750AR. Buck Institute for Education: Project Based Learning (3).** Workshop provides training for teachers who are involved in the KSDE redesign (Mercury schools) process and are moving to a more project-based approach in their classrooms. Along with project-based teaching (BIE) philosophy, examples, and collaboration time, teachers are expected to prepare a lesson using what they learn from the training.

**CI 750AS. Adaptive Schools Seminar (3).** The Adaptive Schools Foundation and Advanced Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society.

**CI 750AT. Effective Instructional Practices III (0.5-4).** Examines various instructional strategies to enhance learning experiences in education. Instructional methods include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Focuses on educator behaviors that stimulate achievement in learners. With an appreciation of the diversity of the student body, participants effectively integrate and apply technology into instruction, when appropriate, to develop and deliver curricula to enhance student learning. Repeatable for credit.

**CI 750AU. Effective Instructional Practices IV (0.5-4).** Expands on previous examinations of various instructional strategies to enhance learning experiences in education. Instructional methods include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Focuses on educator behaviors that stimulate achievement in learners. With an appreciation of the diversity of the student body, participants effectively integrate and apply technology into instruction, when appropriate, to develop and deliver curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Repeatable for credit.

**CI 750AV. 21st Century Learning Design (1-2).** Helps current and future educators become fluent in using 21st Century Learning Design Rubrics developed with support of Microsoft. Helps teachers and administrators have a better understanding of what 21st century skills learners should be practicing in courses, provides rubrics to effectively measure teacher/administrator/environment success in providing opportunities for those skills to be practiced and to what degree, and coaching/facilitation of those rubrics into current practice.
CI 750AW. Google Certified Educator (1-2).
Helps current and future educators become fluent in using Google Education Suite, leading to a more effective use of time for teachers and a more dynamic and engaging environment for students.

CI 751. Special Studies in Education (1-3).
For elementary and secondary school teachers. Repeatable for credit with advisor's consent. Prerequisite: teacher certification or departmental consent.

CI 751AA. Student-Led Conferencing (0.5).
Parents and teachers become partners with their students when all parties play equal roles in conferencing. Traditional conferencing between only the teacher and parent can limit students from becoming self-advocates for their education. Student-led conferencing encourages students to take responsibility for their learning through analysis and reflection of their work and goal setting. Workshop guides teachers in the rationale and steps for successfully implementing student-led conferences with any age and setting.

CI 751AB. Enhancing Science Instruction Through STEM Education for the K-8 Classroom (3).
STEM education incorporates science, technology, engineering and mathematics into the science curriculum. Anticipating a significant increase in the percentage of STEM careers over the next four years, the National Science Foundation and the Federal Government have placed an emphasis on improving STEM education in the K-12 Classroom. Professional learning course participants use the NGSS standards to develop and present STEM activities appropriate for the elementary classroom. Course participants learn the foundations of STEM education as well as engage in hands-on STEM activities. Participants apply the foundations of STEM education and the NGSS standards to develop high quality engaging science lessons. Technology is used as a presentation tool as well as a method to collect and analyze science data and activities. Applications such as Ubersense are used to analyze motion-based activities. The ultimate goal is for each participant to leave with workable knowledge and resources to develop STEM activities for their elementary classroom.

CI 751AC. Inquiry Instruction as a Foundation of Science Education in the Elementary Classroom (0.5).
Inquiry-based education is a powerful instructional strategy that has shown increased intellectual engagement and has fostered deep understanding through the development of hands-on and minds-on science activities. The 5E learning model develops the natural curiosity of elementary students to stimulate an inquiry mentality of learning science. Using the NGSS standards as the foundation, participants learn to analyze or dissect the standards for critical content and develop engaging science lessons. Throughout the workshop, participants have the opportunity to observe elementary science activities that correlate to the NGSS standards and are presented in an "activity before concept" method. The workshop presents the instructional foundations of the 5E learning model. Additionally, participants have the opportunity to engage in science activities presented in the 5E learning model. Each participant develops and presents a science activity that uses the 5E learning model. Ultimately, participants learn to read the standards and use the information to develop lessons in the 5E learning model.

CI 751AD. Motivating the Writer in Every Student (0.5).
Participants engage in multisensory writing strategies that encourage all students to learn how to effectively write in various modes. The day is designed around an accumulation of research-based procedures used over 22 years' experience as a classroom teacher, writing coach, academic coach and blended virtual teacher. Teachers leave the workshop with various tools that they are able to use with their K-5 students. Time is also spent discovering author Jon Scieszka, children's author and creator of "Guys Read." If workshop participants teach male students that are discouraged by reading and writing, this author has a reputation of altering those mindsets. Finally, the day also includes how to prepare students for the Multidisciplinary Performance Task portion on the Kansas State Assessment.

CI 751AE. Fractions and Decimals Made Easier (0.5).
Discusses difficulties elementary school students face in learning fractions and decimals and ways teachers can help in handling these topics. Research-based workshop incorporates current theories of cognitive science in the teaching and learning of fractions and decimals. It consists of several hands-on activities focusing on such key issues as what initial instruction should focus on, what aspects of fractions and decimals should be stressed, and how some common misconceptions involving these topics can be overcome.

CI 751AF. The Highly Engaged Classroom (0.5).
Participants learn how to use effective engagement techniques and strategies to facilitate the 'ultimate' level of student engagement. There are ample opportunities for making classroom connections, energizing attitudes, sharing ideas and best practices.

CI 751AG. Nonverbal Classroom Management (0.5).
Studies Michael Grinder's work in the area of nonverbal communication. As teacher behavior establishes classroom management, and classroom management is the language of relationship, we know that what a teacher DOES communicates. Students increase awareness of the messages in body language and consider together how to create a safe, supportive, productive classroom environment.

CI 751AL. Differentiations and Scaffolds in Instruction (0.5).
Examines, from principle to practice, differentiated instruction and scaffolds to meet the needs of individual students. Interactive, collaborative experience includes modeling and using several research-based strategies which lend themselves to classroom use as teachers work to make the best use of instructional opportunities.

CI 751AJ. Simple View of Reading: The Ingredients of Reading and Instructional Supports (0.5).
Reviews theoretical models of reading from research, such as the Simple View of Reading and Scarborough's Rope to help teachers understand the ingredients of reading comprehension. Areas addressed include word recognition, language comprehension and automaticity. Participants learn and experience strategies to address the different components within all content areas. These strategies help students access the content that they need to learn to become college and career ready.

CI 751AK. KMIC Summer Mentor Forum (0.5).
Mentors from KMIC member districts who have been trained by the New Teacher Center are invited to attend the Summer Mentor Forum. Participants collaborate and network with other mentors from across the state. Topics for the forum are: mentoring around social emotional learning, differentiating the use of tools, analyzing a case study, and investigating resources in the Learning Zone. Structures include coaching conversations, focused dialogue, World Café, and triad conversations.

CI 751AL. Integrating STEM in the Primary Classroom (0.5).
Professional learning opportunity aimed to increase student success in science by focusing on the implementation of integrated STEM in the primary classroom. Participants increase their (1) confidence in implementing iSTEM instruction and content knowledge, (2) instructional level of iSTEM pedagogical skills leading to effective lessons using the 5E process, (3) knowledge and factors in discourse, assessment and curriculum to apply Kansas College and Career Ready Standards for the Next Generation of Science Standards in their instructional practice, and (4) focus on STEM instructional practices to
increase student attitude toward science, technology, engineering and math learning.

CI 751AM. Integrating STEM in the Intermediate Classroom (0.5).
Professional learning opportunity aimed to increase student success in science by focusing on the implementation of integrated STEM in the intermediate classroom. Participants increase their confidence in implementing STEM instruction and content knowledge, (2) instructional level of iSTEM pedagogical skills leading to effective lessons using the 5E process, (3) knowledge and factors in discourse, assessment and curriculum to apply Kansas College and Career Ready Standards for the Next Generation of Science Standards in their instructional practice, and (4) focus on STEM instructional practices to increase student attitude toward science, technology, engineering and math learning.

CI 751AN. Creating Literacy Moments with the Current 6th-8th Grade William Allen White Books (1).
Looks at five of the preselected books from the 2016 WAW 6th-8th grade master list. Participants need to purchase/bring to class the five preselected books and have read two prior to class. Participants gain insight on how to incorporate the WAW books during teacher read-aloud time, small-group work, or literature circles with the use of specific comprehension strategies, vocabulary, writing prompts, close reading, and accompanying informational text. Each participant leaves the workshop with five unit guides.

CI 751AO. Designing the "WOW" Unit (1).
Participants research ways to make learning relevant, engaging and real. Participants either individually or collaboratively build a unit that can be used in the classroom using the research on connecting learning to real-life.

CI 751AP. Social Emotional Learning in the School Community (0.5-3).
Helps the attendee understand the purpose of the Social, Emotional and Character Development Standards and how these standards provide classrooms and schools with a framework for integrating social-emotional learning (SEL) with character development so that students learn, practice and model essential personal life habits that contribute to academic, vocational and personal success.

CI 751AQ. Mentoring for Effective Instruction (1).
Targeted professional development series designed to advance the skills, abilities and knowledge of mentors and coaches of early career teachers. Ensures that experienced teachers become even more effective in their skills in advancing the practice of new teachers, ultimately helping to improve student learning.

CI 751AR. Fostering Resiliency: Helping Children with Challenging Life Situations Using Children’s Literature (0.5).
Teachers learn how to foster resiliency through instructional techniques such as: (1) increasing social bonding; (2) setting clear and consistent boundaries; (3) teaching life skills; (4) providing care and support; (5) setting and communicating high expectations; and (6) providing opportunities for meaningful participation, through the use of children’s literature. Participants view, gather and develop resource plans using recent picture book publications.

CI 751AS. Creating a Makerspace/Genius Hour in the Classroom (1).
Discover how to transform the classroom into a place where students want to come in and learn; a classroom where teachers create a space to empower students of all levels to explore their own passions through passion projects.

CI 751AU. New Horizons - I Miss Pluto! (1).
New Horizons for Kansas K-12 seeks to connect educators to space science via the Cosmosphere and using NASA content, helping to excite the next generation about NASA missions and to encourage them to pursue STEM careers. Toward that goal, this class aligns well with the following NASA research priorities: understanding the universe and our origins through the study of deep space, new crew vehicles including deep space and Mars, living and working in space.

CI 751AV. Space Agriculture for Kansas K-12 (1).
Advances the three major education goals of the NASA Office of Education — to support U.S. innovation and competitiveness. Seeks to increase the STEM workforce pipeline through the use of NASA content. Focuses on bringing NASA content to educators who are currently educating the next generation of people with extraordinary knowledge in science and engineering. Focuses on the NASA Office of Education’s mission of attracting and retaining students in STEM disciplines by connecting informal and formal education, communicating NASA content to the public, and ultimately using NASA as an engaging method to bring the students into aerospace.

CI 751AY. Technology Tool Belt: Stress-Free Student-Centered Applications (0.5).
In this professional learning course, elementary teachers learn about free innovative technologies they can incorporate in their lessons to improve their teaching practices today. Resources presented enable teachers to easily add student-centered technology to their daily classroom routine. Teachers formulate a standards-based weekly plan implementing the technologies presented into center rotations. This enables the teacher to monitor progress as a guide for students instead of the traditional classroom structure with a teacher-directed focus. Ideas for classroom preparations and set up are shared to make the use of technology painless. Resources covered include Web 2.0 tools and interactive whiteboard SMART Notebook software that engages students with learning activities. Technology used includes laptops, video recording devices, a document camera, and an interactive whiteboard. Participants who have these devices available to them and would like to learn easy ways to use them in the classroom, greatly benefit from this professional learning course. (All materials are provided for use during the course. Participants are welcome to bring their own laptops if they choose.)
explore the use of free STEM technology to support learning, and learn tips and tricks for facilitating STEM activities.

**CI 751CC. Look What I Can Do! Tapping the Talents of Primary Students (0.5).**
Provides teachers with the opportunity to design complex learning experiences based on discovery, inductive, deductive and inquiry approaches. Teachers learn why the approach works, see examples of primary students learning when a teacher uses the approach, then have the opportunity to collaborate in designing standards-based tasks and lessons to use in the classroom for each model. Teachers are guided in the design of tasks that also promote student use of individual talents, many of which may not be fostered when using direct instruction. Teachers also dialogue about pacing and assessments related to the complex tasks they design. Participants select one of the four lesson plans they complete and customize it to fit their classroom, teach the lesson, and then submit two reflections, one on the taught lesson and another on the remaining three models.

**CI 751CD. Engaging K-8 Learners with Inquiry and Project-Based Strategies (0.5).**
Inquiry and project-based learning are powerful instructional strategies that have shown increases in intellectual engagement and have fostered deep understanding through the development of hands-on and minds-on activities. The 5E learning model develops the natural curiosity of K-8 students to provide an inquiry mentality of learning science, social studies and math. Using the NGSS and Common Core Standards, participants learn to dissect the standards for critical content and develop engaging lessons. Through this professional learning course, participants have the opportunity to observe and participate in lessons that correlate to the standards and are presented in an “activity before concept” method. This professional learning course allows participants the opportunity to observe and develop lessons that can be used directly in their classroom and ultimately create an engaging environment.

**CI 751CE. Teaching Historical Inquiry and Reasoning (1).**
What and how educators teach in history classes are controversial matters. For some, history is a form of information (students mastering an agreed-upon narrative) rather than a form of knowledge. But students then lack any way of determining whether it, or any other narrative, is accurate. The word “history” derives from the Greek word historia meaning “inquiry, knowledge acquired by investigation.” This course is based on the research findings of the Stanford History Education Group. Participants create assignments that engage millennial learners in history content and historical inquiry while meeting the History/Social Studies Common Core and Kansas HGSS Standards.

**CI 751CF. A Novel Idea (3).**
Participants need access to The Book Whisperer: Awakening the Inner Reader in Every Child, by Donalyn Miller — ISBN-13: 978-0470372272. Participants create an effective independent reading program that supports their content area; identify read-aloud books for individual content areas; evaluate and identify a personal reading style; learn to distinguish between different types of readers and how to create a classroom environment to support all readers; and learn to evaluate literature circle material and create a program that works for individual content areas.

**CI 751CG. Getting Along in Education: Building Effective Relationships (1).**
Workshop focuses on communication and conflict resolution skills to make the education setting a more active and positive learning environment with a focus on learning. Develops strategies to deal with classroom situations using effective work in a problem solving model with students. Communication with parents, and interactions with colleagues are discussed and implemented. Participants learn skills and tools that provide them with opportunities to make the educational setting a positive and rewarding environment for all of the students and adults involved.

**CI 751CI. Inclusive Education Strategies in the Classroom (1).**
Working in the regular education classroom with students who have special education needs in curriculum and social-emotional areas can be challenging and rewarding. Course reviews characteristics of, and strategies for, supporting students with special education needs. Participants learn and develop lessons and practices that assist them in providing diverse and unique learning opportunities to the students in their classrooms.

**CI 751CJ. Behavior Management in the Classroom (1).**
Emotional and behavioral concerns in the classroom continue to increase in frequency and intensity, interfering with learning. Course looks at problematic behaviors and emotions exhibited by students and potential causes and triggers. Participants research behavior concerns and develop lessons and practices to assist in student learning. Course goal is to develop plans for working with students, parents and administration to provide a positive environment for students, and to develop individual and classroom behavior management plans.

**CI 751CK. 8 to Great: Empowering Your Students (0.5-1).**
By incorporating 8 to Great principles in their personal and professional lives, participants become more effective in dealing with student behaviors, understanding how to internally motivate students, and guiding students to success. Participants discover (1) a guaranteed positive attitude formula that is simple to live and teach, (2) a decision-making formula to help make the right decisions every time, (3) a one-minute process for using imagination to achieve goals and dreams, (4) a forgiveness formula for releasing past hurts and mistakes, (5) a communication skill that breaks through negative patterns such as defensiveness, (6) a process for dealing with strong emotions such as depression and rage, and (7) a one-minute gratitude exercise that helps every day start out right.

**CI 751CL. Our Journey - a Year of Growth (1).**
Learn about a student made portfolio using monthly writing prompts and projects to encompass the entire school year. This is a great opportunity to help build better relationships with students and parents through the writing process.

**CI 751CM. Co-Teaching 101: A New Type of Classroom (1).**
Presents lessons learned using co-teaching in first grade classrooms. Demonstrates a method of combining two classrooms into one learning community. Models methods for reaching all levels of students and obtaining their highest level of success. Demonstrates using a guided reading block and math block to provide for all levels of learning, and to provide enrichment and reinforcement. Provides examples of creating this type of combined classroom and learning environment during center time and what it looks like.

**CI 751CN. Positive Behavior Supports (2).**
Positive Behavior Supports is a behavior management system. Teachers gain strategies such as safe spots, behavior plans, and a reward system that supports positive student behaviors allowing for better relationships, communication, and integration for student success. A close analysis of the MTSS Behavior component also occurs, supporting a design for the expectations and behaviors of students. Learn how to create, modify, and execute behavior plans that are designed for the participant’s own classroom.

**CI 751CO. Classroom Contexts: Knowing Our Students (1).**
Intended to heighten the holistic understanding of classroom teachers in terms of who their students are as learners and individuals. Course is directly aligned with Standard 1: Knowledge of Students, from
the National Board for Professional Standards, Career and Technical Education Standards.

**CI 751CQ. LFKS Professional Development** (0.5-3).
Individuals in this session attend Learning Forward Kansas Professional Development sessions as provided by the organization and complete nondegree graduate credit course requirements.

**CI 751CR. Mindset, Motivation and Engagement** (0.5).
Explores the topics of mindset, motivation and engagement in the classroom. Several empirically-supported strategies that target mindset, motivation and engagement in the classroom are discussed.

**CI 751CS. Intensive Reading Interventions (Elementary)** (0.5).
Explores a variety of intensive reading interventions that can be used with struggling readers as well as English Language Learners in the elementary classroom.

**CI 751CT. Electronics for Everyone** (0.5).
Introductory course specifically targeted to educators and nonengineers who want to learn the basics of electronics with hands-on applications. Educators seeking professional development opportunities gain access to resources and the ability to integrate them into their own teaching practices. Students start with simple circuits, learn how to solder, create interactive projects, and eventually progress to programming with an Arduino microcontroller.

**CI 751CU. Hands on STEM** (0.5).
Professional development course that explores the constructivist theory of learning. Students learn to create hands-on activities based on their own academic interests. Participants research a STEM topic, prototype an activity or interaction, share, receive feedback, iterate and finally showcase their activities. Students also learn several tips and tricks on presenting scientific topics using interactions.

**CI 751CV. Writing a Positive IEP** (0.5).
While the basics of writing an IEP are important, instruction often neglects the tone of the IEP, especially in regard to the present levels of the student. Parents are often overwhelmed by the list of skills their child has to master, and in turn, experience an "us against them" mentality. In this seminar ways to write and present levels that help parents feel like the IEP meeting has a cooperative, rather than a competitive atmosphere, and that their child's team sees the student in a positive light.

**CI 751CW. Increasing Classroom Engagement** (1).
Provides both aspiring and veteran teachers a tool kit of total participation and engagement techniques from which they can pull to create a positive learning environment in which learning can take place.

**CI 751G. Creating Literacy Moments with the 3rd-5th Grade William Allen White Books of 2016** (0.5).
Looks at five of the preselected books from the 2016 WAW 3rd-5th grade master list. Participants need to purchase/bring to class the five preselected books and have read two prior to class. Participants gain insight on how to incorporate the WAW books during teacher read-aloud time, small-group work, or literature circles with the use of specific comprehension strategies, vocabulary, writing prompts, close reading, and accompanying informational text. Participants leave the workshop with five unit guides.

**CI 752. Special Studies in Education** (1-3).
For elementary and secondary school teachers. Repeatable for credit with advisor's consent. Prerequisite: teacher certification or departmental consent.

**CI 753. Special Studies in Education** (1-3).
For elementary and secondary school teachers. Repeatable for credit with advisor's consent. Prerequisite: teacher certification or departmental consent.

**CI 754. Special Studies in Education** (1-3).
For elementary and secondary school teachers. Repeatable for credit with advisor's consent. Prerequisite: teacher certification or departmental consent.

**CI 755. Special Studies in Education** (1-3).
For elementary and secondary school teachers. Repeatable for credit with advisor's consent. Prerequisite: teacher certification or departmental consent.

**CI 758. Nature of Technology and Educational Implications** (3).
Addresses issues regarding the nature of technology and how it impacts thinking and action related to learning and teaching. Includes examinations of historical and contemporary examples, with applications in classroom instruction, assessment and supervision. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse student populations. Course includes diversity content.

**CI 760A. Creating an Effective Classroom** (3).
Part of the core for a Master of Arts in Teaching. Participants conduct an initial examination of instructional methods, educational trends and effective practices for classroom management. Participants in the Transition to Teaching program will have secured (or have been cleared to secure) a teaching contract in an accredited school system. Participants in the Middle/Secondary Residency Program will have secured a position as a school district paraeducator or as a WSU/Work Study intern in an accredited school system. Prerequisite: admission to the Transition to Teaching program or Middle Level Secondary Residency program.

**CI 761A. Instructional Planning and Technology** (2).
Intended as part of the core for a Master of Arts in Teaching. Addresses issues in instructional planning including: identifying appropriate learner goals, aligning goals with accepted standards, models of instruction, integrating technology into instruction, adapting instruction to meet individual student needs, including English language learners, and differentiated instruction. Concurrent enrollment in CI 743, or Cooperative Education is required. Prerequisites: students in this course will have secured a teaching contract or paraeducator position in an accredited school system, will have met the prerequisites for admission to the Transition to Teaching or Middle Level Secondary Residency program at WSU and will have completed the summer induction course. Corequisite: CI 743.

**CI 764. Interdisciplinary STEM Education: Entry Course** (3).
Helps students learn methods of instruction in integrated STEM, using the lens of STEM content knowledge and modeling, inquiry and design practices. A set of methodologies that students can effectively adapt to a variety of situations beyond their specific disciplines are introduced. Students learn how to identify, develop, deliver and evaluate STEM instructional activities with models of project-based learning. Includes a comprehensive overview of the theories of, and instructional strategies for, integrated STEM education. Students have various opportunities to evaluate curricula developed for integrated STEM education, as well as procedures for developing a new STEM curriculum. Class comprises a combination of lecture, experiential exercises, discussion, in-class presentations, videos, individual assignments and team assignments.

**CI 769. Instructional Strategies, Technology Integration and Assessment** (2).
Intended as part of the core for a Master of Arts in Teaching (Transition to Teaching and/or Middle/Secondary Residency Programs). Allows the
student to explore a variety of instructional strategies, technologies and assessment techniques while learning how to adapt these strategies and techniques to meet the individual needs of the students. Prerequisites: CI 743, 761A, 768, and continued employment by a school district. Corequisite: CI 744.

CI 774. Teaching English as a Second Language (1-3). Examines current objectives for teaching English as a second language and a variety of methods and specialized techniques for obtaining these objectives. Students develop knowledge of criteria for evaluating curricula, teaching materials and professional literature related to teaching English as a second language and bilingual education. Students examine methods of selecting and adapting curricular ways to enhance the curriculum through developing activation plans for involving parent and community resources in the ESL/BE curriculum. Designed to meet the standards required for ESL/BE endorsement or certification in TESOL.

CI 775. Applied Linguistics: ESL/Bilingual Teacher(s) (3). Examines a broad picture of human language: what it is, what it is used for and how it works. Enables students to recognize uninformulated statements about language, to examine personal beliefs and attitudes about language, and to learn to use basic tools to analyze language in particular as it relates to teaching English as a second language. Provides an introduction to most of the sub-fields of linguistics (e.g., phonetics, morphology, semantics, syntax, etc.).

CI 776. Second Language Acquisition (3). Surveys nativist, environmentalist and interactionist theories of second-language acquisition. Covers a broad introduction to the scope of second-language acquisition and bilingualism by reviewing substantive research findings as well as causes for differential success among second-language learners. Includes discussions over readings, collaborative activities and presentations involving application of theory to teaching practice.

CI 777. ESL Assessment (3). Examines legal, theoretical and practical considerations in ESL/BE students. Explores a variety of established principles of language assessment, procedures for identifying language-minority students and applications for these procedures and techniques. Covers level placement, monitoring language development and exit criteria for language programs. Introduces the desirable qualities of tests: validity, reliability, practicality and beneficial backwash.

CI 778. TESOL Content Test Preparation (3). Provides teacher candidates preparation for the licensure exam through summaries of ESOL topics in (1) linguist theories, (2) examination of student language production, (3) research-based teaching strategies, (4) assessment procedures and techniques, (5) cultural and professional matters, and (6) test-taking strategies. Prerequisite: senior standing for undergraduate students.

CI 780M. Technology in the Classroom: Mathematics (1-2). Focuses on the integration of information and communication technology in mathematics. Explores mathematics-related software and online resources, instructional strategies and assessment techniques. Strongly focuses on the use of technology to meet the subject matter, technology and curriculum standards. Emphasizes building a community of reflective learners. Prerequisite: entrance into teacher education, valid teacher certificate/license, or instructor's consent.

CI 780S. Technology in the Classroom: Science (2). Assists science teachers in integrating the use of technology appropriate for their classrooms. Explores software and online resources, instructional strategies and assessment techniques. Strongly focuses on the use of technology for communication and student assistance to meet the science and technology curriculum standards. Emphasizes building a community of reflective learners. Prerequisite: entrance into teacher education, valid teacher certificate/license or instructor's consent.

CI 781. Cooperative Education (1-4). Provides the candidate 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 graduate candidates are limited to any combination of 6 credit hours of pass/fail, S/U, and Cr/NCr credit toward the degree program.

CI 783. Special Projects in Internet (1-2). Students explore and expand their knowledge of the internet. They complete a special project designed to use 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 784. Foundations of Education for Individuals with Exceptionalities (3). Addresses the basic foundations of special education across exceptionality areas. A general history of special education and its relationship to general education trends (as well as the disability movement as a whole) is discussed. Students are familiarized with important special education legislation and regulations, learn the role litigation has played in the development of the discipline, and study ethical issues in the provision of special education services. Course explains the cognitive, communicative, social/emotional, sensory and physical characteristics of students with mild/moderate (high incidence), moderate/severe (low incidence), and gifted exceptionalities and how these characteristics influence planning and instruction. Issues related to the field of special education include: characteristics and learning needs, identification, theories of intelligence, diverse populations and curriculum differentiation. Course examines the roles of students, professionals, and families in meeting student needs. Course includes diversity content.

CI 785. Instructional Design and Learning Management Systems (LMS) (2). Students analyze, apply and evaluate principles of instructional design as they develop an online instructional unit that can be delivered via Learning Management System (LMS: e.g., Blackboard). Students learn how to identify learning objectives, analyze tasks and learners, organize resources, specify instructional strategies, design instructional units, and assess outcomes within an LMS.

CI 787. Emerging Educational Technology (2). Introduces emerging technologies which have been gaining attention and increased presence in educational settings. Students develop a deeper knowledge of the ways that emerging technologies can empower teaching and learning through research and experiential learning about augmented reality, virtual reality, learning analytics, web 3.0, 3D printing, Massive Open Online Courses (MOOCs), micro computing, and internet of things. In addition, students examine the expected challenges caused by emerging technologies and find strategies to overcome such issues.

CI 788. Multimedia Production (2). Project-based learning course focuses on students’ learning to develop or improve multimedia development skills so that they can use various multimedia teaching materials in their professional setting. Students learn to create instructional multimedia by using image editing software (e.g., Photoshop, GIMP), audio recording/editing software (e.g., Audacity), and movie editing software (e.g., WeVideo, iMovie, Windows Moviemaker). In addition to learning how to use this software, students have an opportunity to apply their critical thinking skills through evaluating others’ work and reflecting on their own instructional multimedia products.
CI 790. Special Problems in Education (1-4).
Directed reading, activity or research under supervision of a graduate instructor. Prerequisite: departmental consent.

CI 794. Diversity and Culture in a Global Society (3).
Equips students to become multi-instructional leaders who practice cultural and social justice. Provides students with the necessary concepts of diversity to scaffold a paradigm shift from cultural awareness to cultural diplomacy. Enables students to become successful global citizens in the globalized world. Prerequisite: graduate standing or departmental consent.

CI 795. Change, Creativity and Innovation (3).
Focuses on key theories and elements related to organizational change, the creative process and innovation. Students develop an understanding of creative thinking processes to explore how those processes can impact change and lead to innovation. Prerequisite: graduate standing or departmental consent.

CI 796. Family and Professional Collaboration (3).
Assists the special educator in developing the skills to collaborate and consult with parents/family members, general educators, support personnel, paraprofessionals/teaching assistants, and community agencies to facilitate the needs of children with exceptionalities.

CI 812. Transition across Life Span (2).
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 postsecondary settings and independent functioning. Discusses roles of individuals with exceptional learning needs, parents, educators and community personnel. Prerequisite: CI 749A, 749F, or 749G.

CI 814. Advanced Methods: Gifted (2).
Develops strategies and techniques, including technology, for planning qualitatively-differentiated curriculum to meet the unique academic needs of the gifted learner. Prerequisite: CI 814A.

CI 814A. Internship/Practicum: Advanced Methods Gifted (1).
Provides a supervised opportunity for students to implement and evaluate differentiated curriculum for gifted learners. Prerequisite: CI 749G. Corequisite: CI 814.

CI 815. Advanced Teaching Strategies for Students with Mild/Moderate Disabilities (2).
Develops strategies and techniques related to the diverse individual needs of learners identified with mild/moderate disabilities including ensuring access to the general education curriculum, environments and extracurricular activities through adaptations, modifications and use of technology. Corequisite: CI 815A.

CI 815A. Internship/Practicum: Advanced Teaching Strategies for Students with Mild/Moderate Disabilities (1).
Provides a supervised opportunity for students to implement and evaluate learning experiences and curriculums that develop the cognitive potential of learners with adaptive learning needs and their accessibility to the general education curriculum. Prerequisite: CI 749A. Corequisite: CI 815.

CI 816. Advanced Methods: Developing Critical and Creative Thought (2-3).
Curriculum and instruction students enroll for 2 credit hours. Students use understanding of cognitive and creative development to construct learning experiences that challenge the cognitive and creative potential of gifted learners. Prerequisite: CI 749G. Corequisite: CI 816A.

Graduate certificate in engineering students enroll for 3 credit hours. Graduate students in engineering use understanding of cognitive and creative development to construct learning experiences that challenge the cognitive and creative potential of university students. Prerequisites: CESP 811, 820. Corequisite: CI 816A.

CI 816A. Internship: Developing Critical and Creative Thought (1-3).
Curriculum and instruction students enroll for 1 hour. Provides a supervised opportunity for students to implement and evaluate curricula that challenge the cognitive and creative potential of gifted learners. Prerequisite: CI 749G. Corequisite: CI 816. Graduate certificate in engineering students enroll for 3 credit hours. Provides engineering students a supervised opportunity to implement and evaluate curricula that challenge the cognitive and creative potential of engineering students within a university-level engineering class. Corequisite: CI 816.

CI 817. Language to Literacy: Meeting the Needs of Students with Disabilities (2).
Provides content relevant to language development and disorders that impacts the educational achievement of students with special education classifications. Includes oral and written communication, emergent literacy and reading. Candidates learn how to apply educational interventions that are effective in meeting the language and literacy needs of all students including strategies for exceptional students from English for Speakers of Other Languages (ESOL) backgrounds. Specifically, candidates learn appropriate instructional strategies for teaching oral language, reading and written expression. Emphasizes the principles of information processing as they apply to effective instructional procedures. Prerequisite: CI 749A. Corequisite: CI 817A.

CI 817A. Internship/Practicum: Language to Literacy (1).
Provides a supervised opportunity for students to evaluate and implement learning experiences, including application of educational interventions that are effective in meeting the language and literacy needs of students. In addition, candidates implement educational interventions that are effective in meeting the language and literacy needs of students as well as implementing appropriate strategies for teaching oral language, reading and written expression. Prerequisite: CI 749A. Corequisite: CI 817.

CI 818. Positive Behavior Supports for Students With Exceptionalities (3).
Develops knowledge and skills for conducting a functional behavior assessment along with a positive behavior support plan needed by classroom teachers to affect academic and social/emotional outcomes. Addresses connections of challenging behaviors to aspects of the learner's (a) environments, (b) cultural diversity, (c) developmental and academic skills, and (d) physiological needs along with an awareness of disability harassment, bullying and the social/emotional needs of the exceptional child. Prerequisite: CI 749A. Corequisite: CI 818A.

CI 818A. Internship/Practicum: Positive Behavior Supports (1).
Provides a supervised opportunity for candidates to evaluate and implement positive behavioral supports for students with challenging behaviors, including functional assessment of problem behavior, design and implementation of behavior plans, and provision of ongoing positive behavior supports. Prerequisite: one of the following courses — adaptive, CI 749A; functional, CI 749F; gifted, CI 749G; and full admission to the special education program. Corequisite: CI 818.

CI 819. Nonsymbolic and Symbolic Communication (2).
Develops strategies and techniques for assessing, designing and delivering instruction in order to meet the unique communication needs of learners with severe and multiple disabilities. Prerequisite: CI 749F. Corequisite: CI 819A.
CI 819A. Internship/Practicum: Communication (1). Provides a supervised opportunity for candidates to evaluate and implement nonverbal and verbal communication strategies for students with functional learning needs. Prerequisite: CI 749F. Corequisite: CI 819.

CI 820. Advanced Teaching Strategies for Students with Severe and Multiple Disabilities (2). Develops strategies and techniques, including assistive technology, related to curriculum, instruction and planning of the learning environment within the functional curriculum. Imparts knowledge, skills and dispositions needed to meet the diverse cognitive, physical, social and emotional needs of students with severe and multiple disabilities. Prerequisites: CI 742, 749F, full admission into the special education — functional program. Corequisite: CI 820A.

CI 820A. Internship/Practicum: Low-Incidence Learning Needs (1). Provides a supervised opportunity for candidates to evaluate and implement learning experiences, including curriculum planning, environmental arrangements, instructional delivery, and use of assistive technology, that develops cognitive, physical, social and emotional needs of students with severe and multiple disabilities. Prerequisites: CI 742, 749F, full admission into the special education — functional program. Corequisite: CI 820.

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

CI 822. Principles of Nondiscriminatory Assessment for Students With Exceptionalities (2). Applies standardized and informal evaluation techniques including critical evaluation of standardized tests, their appropriateness for special populations (including school-age individuals with exceptionalities and reading disabilities as well as young children and culturally and linguistically diverse learners), and alternative methods of assessment and intervention techniques based on diagnostic profiles. Historical, racial, gender and social disproportionalities issues within special education are also addressed. Prerequisite: CI 749A, 749F or 749G.

CI 845. Curriculum Models & Practice (2). 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. Prerequisite: admission to MAT program.

CI 847A. Practicum/Field Experience: ECU (1-10). Provides supervised field experiences for candidates to evaluate and implement learning experiences, including curriculum planning, environmental arrangements, instructional delivery, and use of assistive technology that links to increased development in all domains. Experiences are assigned at three levels, infant-toddler, preschool and K-3. Prerequisites: CI 614, 617 and/or CI 703, and full admission into the special education/early childhood unified program.

CI 847IT. Practicum/Field Experience in ECU: Infant/Toddler (3-4). Candidates participate in practicum teaching opportunities located in an infant/toddler setting that includes young children both with and without special needs. Candidates work with a cooperating/mentor teacher(s), other professionals and university supervisor to plan, implement and assess services and supports for young children at this level. Course includes diversity content. Pre- or corequisite: CI 614.

CI 847KG. Practicum/Field Experience in ECU: K-3 (3-4). Candidates participate in practicum teaching opportunities located in a K-3 setting that includes young children both with and without special needs. Candidates work with a cooperating/mentor teacher(s), other professionals and university supervisor to plan, implement and assess services and supports for young children at this level. Pre- or corequisite: CI 703.

CI 847P. Practicum/Field Experience in ECU: Preschool (3-4). Candidates participate in practicum teaching opportunities located in a preschool setting that includes young children both with and without special needs. Candidates work with a cooperating/mentor teacher(s), other professionals and university supervisor to plan, implement and assess services and supports for young children at this level. Course includes diversity content. Pre- or corequisite: CI 617.

CI 848. Analysis and Reflection (2). In the transition to teaching or residency licensure program, this course introduces techniques for analyzing impact on student learning and effective reflection, and requires students to apply these techniques to specific learning environments. Prerequisites: for the Transition to Teaching and Middle Level Secondary programs: CI 744, 769, and continued employment by a school district. Corequisite: CI 748.

CI 849. Practices and Trends in Action Research (2). In the transition to teaching or residency licensure program, this course introduces techniques of action research and requires students to apply these techniques to specific learning environments. The prerequisites/corequisites for each program differ. Prerequisites: for the Transition to Teaching and MLS Residency programs: CI 748, 848, and continued employment by a school district; for the ECU Residency program: CI 603. Corequisite: for the Transition to Teaching and MLS Residency programs: CI 749 or 781; for the ECU Residency program: CLES 801.

CI 860. Seminar in Research Problems (1-3). Helps MA in teaching graduate students formulate an acceptable agenda for developing a professional action research project or portfolio to satisfy the application requirements for the master's in teaching program. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite: CLES 801.

CI 862. Evidence-Based Inquiry: Capstone Project Proposal (1-2). Students develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written to research evidence-based practices or other important knowledge bases relevant to learning and instruction. Prerequisites: CI 860 or 885 or all SPED core classes or instructor's consent.

CI 863. Evidence-Based Inquiry: Capstone Project (1-2). Students complete and present a research-based inquiry report as a process for increasing skills as evidence-based practitioners. This formal report is presented to a preidentified audience describing the results of an inquiry into a knowledge basis relevant to the fields of learning and instruction. Prerequisite: CI 862.

CI 867. Interdisciplinary STEM Education: Exit Course (3). Cultivates students' STEM content knowledge and pedagogical skills for implementing integrated STEM teaching by providing practical experiences in formal and informal STEM settings. Experiential and application-based course which allows students to demonstrate their ability to develop integrated STEM curriculum. Prerequisites: CI 764 and 3-4 courses of individualized pathway STEM courses listed in the certificate program catalog.
CI 871. Evidence-Based Inquiry Portfolio Proposal (1-2).
Special education degree candidates/students develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written in APA style for the investigation of research and other evidence-based practices that link to the validation of specific curricula, instruction/intervention strategies/methods, or other important knowledge bases that improve practices within the field of special education or related fields. Prerequisites: CI 851, 858 and one of the following — CLES 801, CESP 704 or CI 717.

CI 872. Evidence-Based Inquiry Portfolio Presentation (1-2).
Candidates in the degree program present/defend a research-based inquiry project that promotes knowledge and skills of being an evidence-based practitioner. A formal paper is written in APA style and a presentation is prepared and delivered to a pre-identified audience describing the results of an investigation of research and other evidence-based practices that link to the validation of specific curricula, instructional and/or intervention strategies, or other important knowledge bases linked to the field of education, special education or related field. The second part of a required capstone project for the master's degree in special education. Prerequisite: CI 871.

CI 875. Master's Thesis (1-2).
Students complete the research proposal accepted by their thesis committee. Students work closely with their advisor and committee. Students receive credit for this course when their thesis has been completed and defended. Prerequisite: CI 860 or 885.

CI 876. Master's Thesis (1-2).
Students complete and orally defend their thesis. Students work closely with their advisor and committee. Students needing an additional semester to satisfy these requirements should enroll in one hour of CI 876. Students receive credit for courses(s) when their thesis has been completed and defended. Prerequisites: CI 875, 884, 885 or instructor's consent.

CI 880. Learning Theory and Curriculum Design (3).
Focuses on cognitive science relative to how people learn and how instruction is designed to facilitate and optimize learning. Students explore several different theoretical perspectives on learning, cognition and cognitive development. Using current learning theories and a range of tools, students come to understand effective curriculum design for a variety of settings. Prerequisite: graduate standing or departmental consent.

CI 881. Instructional Theory (3).
Fosters the art of teaching and provides students with knowledge and skills to bring instructional theory into practice in order to optimize learning in a variety of professional trainings as well as in multiple sociocultural and educational learning settings. Prerequisite: graduate standing or departmental consent.

CI 884. Inquiry Into Instructional Practice: Part 1 (3).
Introduces students to the procedures commonly used in research and data analysis. Conceptual, procedural and analysis issues from a wide variety of areas are covered, ranging from formal research techniques to approaches used by researchers involved in investigations in real-life settings. Includes critical analysis of selected published research in the student's professional area. Prerequisite: graduate standing or departmental consent.

CI 885. Inquiry Into Instructional Practice: Part 2 (3).
Provides students with the skills necessary to conduct research relevant to their professional practice. Includes elements of quantitative as well as qualitative data analysis. Students critically analyze data-based decision making and the potential implications of instructional practice. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite: CI 884.

CI 890. Special Problems in Education (1-4).
Directed reading and research under the supervision of a graduate instructor. Graduate students only.

CI 893. Instructional Leadership: Professionalism and Collaboration (3).
Focuses on the role of the instructional leader to facilitate the implementation and sustainability of change necessary to support individual and organizational learning. Candidates acquire the skills necessary to facilitate, nurture and maintain partnerships. Prerequisites: CI 880, 884, 885.

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 the field of early childhood and/or early childhood special education. Repeatable for credit. Prerequisites: CI 603 and at least one methods class — CI 614, 617 or 703.