Courses numbered 100 to 299 = lower-division; 300 to 499 = upper-division; 500 to 799 = undergraduate/graduate.

**CESP 334. Introduction to Diversity: Human Growth and Development (3).**
General education further study course. Targeted toward individuals seeking to gain a deeper understanding of child development. Content includes an in-depth study of the interrelatedness of physical, cognitive, social and emotional aspects of development, as well as a comprehensive overview of the theories, methods and content of human development. Learning should come from multiple sources: required and nonrequired reading, group discussions, class projects, individual student development, etc. Course framework has three major dimensions: (1) basic theoretical and research issues, (2) development from an interdisciplinary perspective, (3) applying this understanding to the real world. In examining these topics, child development is viewed as a phenomenon that occurs within a cultural context influenced by family, gender, culture, language, ability, socioeconomics, diversity and society.

**CESP 433. Learning Assessment and Evaluation Theory: Evidence-Based Instruction (3).**
Prepares students to develop and modify instruction using student performance data and theories of learning. The psychology of learning is examined including such concepts as the nature of learning and memory, learning strategies, individual differences and social factors influencing learning. Principles of measurement and evaluation are examined including measurement instruments, observations, questioning strategies and grading plans. The reciprocal relationship between student performance data and instructional decisions is emphasized. Prerequisite: CESP 334.

**CESP 490. Independent Studies in Education (1-3).**
Independent studies in CESP topics.

**CESP 517. Families and Addictions (3).**
Teaches basic family processes in families with a family member experiencing an addiction. The impact of the addiction on the functioning of other family members is examined, including children and adolescents. The family’s role in the recovery process is examined. Major topics include: family systems theory, alcoholic family systems and the impact of substance abuse and addiction on the family. Basic family assessment and interventions is covered. Prerequisite: PSY 111 or equivalent course.

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

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

**CESP 728. Theories of Human Development (3).**
Describes what developmental theories are, what they do, where they come from, how they work and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of human development. Focuses on those theories which helped shape the way we currently view human development as well as significant new perspectives which may shape the way it is viewed in the future. Prerequisite: CLES 801 or CLES 810 may be taken prior to or concurrently with CESP 728.

**CESP 729. Theories of Early Childhood Development (3).**
Describes what developmental theories are, what they do, where they come from, how they work and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of early childhood development. Focuses on those theories which helped shape the way we currently view early childhood development as well as significant new perspectives which may shape the way we view it in the future. Intended to cover birth through elementary school years of development. Prerequisite: CESP 701 or CLES 801, or equivalent, or instructor’s consent.

**CESP 750. Workshops in Education (1-6).**
Intensive study of topics related to education. Differing topics are denoted by a letter following the course number (i.e., 750C, 750P, etc.).

**CESP 750AA. How Boys & Girls Learn Diff (1).**
This course will provide participants with the latest research-based information identifying the basic differences, learning styles, and abilities of each gender. Special attention will be devoted to the debate of Nature vs. Nurture and their impact upon the learning styles of males and females.

**CESP 750AC. Interpersonal Skills for Teachers (1).**
Focuses on nonverbal communication, using “I” messages, conversation starters, active listening, giving and accepting forgiveness, and developing trust.

**CESP 750AD. Parenting Techniques (1).**
Students learn basic parenting techniques to help develop their children’s self-concept, responsibility and self-control. Different parenting theories are discussed.

**CESP 750D. Engineering Research Writing (1).**
The class is meant to teach students how to create, research, and write a simple graduate-level paper, using strict document formatting based on the most recent edition of the APA Style Guide.

**CESP 750E. Tutoring Techniques (1).**
The goal of the CESP 750E tutor-training workshop is to ensure all tutors have the skills necessary to provide effective tutorial assistance to students enrolled in the TRIO Student Support Services Program at Wichita State University. Tutors are expected to set an example of excellence in ethics and in academics for their students. By successfully completing this workshop, the tutors will have reached objectives that are directly related to the measurable objectives set by the Student Support Services Program, which is funded by the U.S. Department of Education. These objectives guide the peer-tutors toward fulfilling their main responsibility, which is to assist each of their students to understand the content of their course work and improve their grade.

**CESP 750G. How Families Function (1).**
This course is designed for school and agency employees to understand how families function by learning about different family theories and family therapies so they can become better teachers, counselors, and administrators.

**CESP 750Q. Children with Criminal Justice Contact (1).**
Designed to allow participants to gain the necessary background and theory information regarding children who have had contact with the criminal justice system. Contact can be defined as children with incarcerated parents as well as children who have been incarcerated themselves. Understanding this expanding group of children, who are currently 2.3 percent of today’s child population, can assist in
working with them in many different settings, including educational environments. Participants work together in group activities to evaluate scenarios, view informative videos, and are required to choose an article for review and discussion pertaining to the subject in the class.

CESP 750X. Brain Retraining (1). Teachers and counselors will learn how the brain can be retrained for optimizing learning through the introduction of educational kinesiology, brain gym, Bal-a-vis-x, cup stacking and others. Resources will be shared on how to obtain training and certification in these programs.

CESP 750Z. Stress Management Technique (1). Teachers and counselors will learn different stress management techniques such as: relaxation, assertive behavior, financial management, anxiety reduction, appropriate diet, and exercise. Students will learn how to assess stress and make a stress reduction behavior management plan for themselves or students.

CESP 751A. Anger Management Technique (1). Teachers and counselors will learn different anger management techniques such as: rational self-instruction, relational aggression, anger management classes, videotherapy, and bibliotherapy.

CESP 751D. Working Effectively w Parents (1). This course explores the topic of effective communication with parents in educational and agency settings. It provides strategies to work effectively with all types of parents. It will help you understand how to build a relationship with the student and parent and give practical and realistic strategies in working with parents dealing with ADD, stress, depression, and attention seeking students. The course also shows how to work with a culturally diverse population and help integrate the community into the school setting.

CESP 751E. Dealing with Boys in School (1). This course will provide participants with the latest research-based information identifying the challenges that male students face in achieving success in our schools today including societal, academic, and behavioral issues.

CESP 751R. Gender Communication (1-4). This course will provide participants with the latest research-based information identifying the basic differences in communication styles of men and women.

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

CESP 752K. Effectiveness at School and Work (1). Focuses on concepts underlying the well-known and widely used Myers-Briggs Type Indicator®. The personal interaction information from the MBTI® is used to enhance students ability to interact positively with others in the workplace and in their personal life. Practical approaches to conflict resolution and effective communication strategies are discussed. Individuals take the MBTI® during the first class and receive interpretive material ($20 test fee required the first class period). Instructor holds a leadership position in the Association for Psychological Type International.

CESP 753L. Filial Play Therapy (1). Filial Play Therapy, also known as Child-Parent Relationship Training, is an evidence-based training program to improve the relationship between parents and children. No play therapy model has been more researched nor found to be as effective as filial therapy. The method uses the basic tenets of child-centered play therapy to teach parents to improve their relationship with their child, be more aware and sensitive to their child's needs, and to promote healthy development. Filial play therapy has been successfully employed with parents, teachers and paraprofessionals to support the emotional growth and development of children for over 40 years.

CESP 753M. Drugs for the Mind (1). The use of psychotropic medications has dramatically increased over the past two decades in all age groups. This is a clear indication that all helping professionals need to increase their knowledge base and understanding of psychotropic medications. During this seminar, students discuss the basics of psychopharmacology, the branch of pharmacology dealing with the psychological effects of drugs. Students debate the issues surrounding the use of these medications, learn how it is believed they work, and with which disorders; also both how they work alone and in concert with therapy. Students develop an awareness of potential side-effects and complications and the importance of staying current with research in this field. This is important information for all counselors and therapists to be able to discuss capably with the clients and families with whom they work.

CESP 781. Cooperative Education (1-3). Work-related placement that integrates theory with a planned and supervised professional experience. With advisor approval, may be repeated for credit with a maximum of 4 credit hours counting toward a graduate degree. Graded Cr/NCr.