CI - Curriculum and Instruction

School of Education

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

CI 203. Self-Care for Today's Educator (1).
From safety concerns to troubled learners, teachers often face high-stress situations that can leave them feeling emotionally stressed and uninspired. Self-care is an essential practice for all teachers; this course targets strategies for self-care and wellness. Students learn techniques on addressing stressors, managing challenging situations and building long-term self-care strategies for all areas of life. For students admitted to the Teacher Education program, no grade below B- (2.750) will count toward the degree.

CI 204. Assistive Technology (1).
Introductory survey course for educators in the application of assistive technology (AT) in the general education, unified, and/or special education classroom setting. Teacher education candidates learn about the continuum of AT devices, universal design for learning, assessment and evaluation protocols, and techniques to help meet individual learner needs through assistive technology across the curriculum. Additional discussions include action plan development related to systemic implementation strategies for supporting the use and integration of assistive technologies in the school setting. Prerequisite(s): admission to teacher education program.

CI 270. Introduction to the Education Profession (3).
Examines the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving and inquiry. Students are engaged in activities using all of these tools. Includes electronic classroom observation component. Prerequisite(s): successful completion of foundation courses.

CI 305. Clinical Field Experience: Special Education I (1).
To support coursework in Core I, and specifically CI 320. Students learn how special education services are delivered in public schools, gain practical experience interacting with public school students with various abilities and in a variety of settings; become familiar with related terminology (IEP, ECU, high incidence, low incidence, ID, etc.), the steps used to evaluate and place students with exceptionalities, and approaches that work to maximize the success of all students. A grade of B- or better is required in this course. Prerequisite(s): acceptance into the teacher education program. Pre- or corequisite(s): CI 311, CI 320.

CI 311. Introduction to Diversity: Field Experience (1).
To support coursework in Core I, and specifically CI 320. Students learn how special education services are delivered in public schools, gain practical experience interacting with public school students with various abilities and in a variety of settings; become familiar with related terminology (IEP, ECU, high incidence, low incidence, ID, etc.), the steps used to evaluate and place students with exceptionalities, and approaches that work to maximize the success of all students. Course includes diversity content. A grade of B- or better is required in this course. Prerequisite(s): acceptance into teacher education program. Corequisite(s): CESP 334, 320, 321.

CI 313. Reading and Writing Exceptionalities (2).
Teacher education candidates explore and evaluate instructional theories, principles and research-based literacy instructional strategies for learners with exceptionalities. They become familiar with formal and informal diagnostic tools to assess students' literacy behaviors and gain skill implementing research-based intervention practices. Teacher education candidates explore the interface of technology and effective literacy 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 reading and writing for students with diverse and challenging learning needs. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 314. Principles of Effective Mentoring/Mentee Relationships (1).
Overview of effective mentoring, recognizing the roles of both the mentor and mentee. Students examine the roles within a mentor relationship, the best way to communicate, and how to build and maintain a strong rapport with a mentor. Students also examine their preconceived ideas about mentor/mentee relationships, looking for ways to grow and improve as mentees. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 315. Core I Practicum (1).
Designed to allow candidates to spend time in an appropriate middle/secondary classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): admission to teacher education. Pre- or corequisite(s): CI 320, 321, CESP 334. Corequisite(s): CI 325.

CI 317. Literacy Strategies in the Content Areas (2).
Covers principles and strategies used in effective instruction, including vocabulary development and comprehension skills needed to more fully read to learn in content areas. Students receive training to use the six-trait Analytical Rating Guide for assessing writing, which is the method used to score the Kansas State Writing Assessment. Prerequisite(s): admission to the teacher education program.

CI 320. Introduction to Diversity: Exceptionalities (2).
Surveys the strengths and needs of learners with exceptional needs, including those with physical, sensory and cognitive disabilities and those who exhibit gifts and talents. The effects of cultural differences and human developments on individuals with exceptional needs are explored. Current educational policy, practices and services are reviewed. Course includes diversity content. Prerequisite(s): admission to teacher education. Pre- or corequisite(s): CI 311 or CI 315; CI 321, CESP 334.

CI 321. Introduction to Diversity: Cultural Issues (2).
Examines issues that impact providing an equitable education to all students. Disciplined inquiry and critical experience encourage educators to be more responsive to cultural pluralism in society. Content emphasizes diversity issues in education and development of a knowledge base to support culturally responsible pedagogy. Course includes diversity content. Prerequisite(s): admission to teacher education. Pre- or corequisite(s): CI 311 or CI 315; CI 320, CESP 334.

CI 323. Technology Seminar in Elementary Education (1).
Intended to help elementary and early childhood unified education majors develop the technology skills required to be an effective elementary classroom teacher in today's schools. Focuses on word processing, presentation skills, data collection and analysis, interactive and collaborative hardware and software, and the appropriate use of technology in curriculum development and classroom instruction. Prerequisite(s): acceptance into the teacher education program. Corequisite(s): CI 311, 320, 321; CESP 334.

CI 324. Linguistics for Elementary Teachers (3).
In-depth study of the major theories of first and additional language acquisition/development/learning and their implications for K-6
Comprehensive, evidence-based primary literacy programs include modeled, guided and direct instruction; management and organization frameworks, skill and strategy teaching, integration of reading/writing, listening/speaking and viewing/visual representation; and technologies that enhance K-2 literacy instruction and facilitate professional productivity. Prerequisite(s): CI 323. Corequisite(s): CI 402J, 411A.

CI 402I. ISAM: Teaching Intermediate Literacy 3–6 (2).
Intermediate literacy theory for instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives for the reader to learn in the 3-6 grade classroom. Students become familiar with various classroom management strategies for building a positive classroom environment in which all children can achieve at their full potential. Students understand instruction, assessment and management in the context of teaching the specific subject integrated with all subject areas. Prerequisite(s): CI 402E. Corequisite(s): CI 402M, 402S, 411B.

CI 402J. ISAM: Elementary Social Studies (3).
Introduces K-6 elementary social studies content, instructional strategies, assessment decisions and classroom management strategies necessary for meeting curriculum goals and objectives in the K-6 classroom. Students understand how effective social studies instruction, assessment and classroom management support student learning in the context of teaching social studies. Prerequisite(s): CI 311, 320, 321, 323; CESP 334. Corequisite(s): CI 402E, 411A.

CI 402M. ISAM: Elementary Mathematics (3).
Introduces instructional strategies, assessment decisions and classroom management strategies necessary for meeting mathematics curriculum goals and objectives in the K-6 classroom. Students understand how effective instruction, assessment and classroom management support student learning in the context of teaching mathematics. Prerequisite(s): CI 519 with a grade of 2.000 or better; CESP 433; and MATH 501 with a grade of 2.000 or better. Corequisite(s): CI 402J, 402S, 411B.

CI 402S. ISAM: Elementary Science (3).
Introduces instructional strategies and processes, assessment decisions and classroom management strategies necessary for meeting science curriculum goals and objectives in the K-6 classroom. Students understand how effective science instruction, assessment and classroom management support student learning in the context of teaching science. Prerequisite(s): CI 411A. Pre- or corequisite: CI 402E. Corequisite(s): CI 402M, 411B.

CI 402U. Instructional Strategies, Assessment and Management: Literacy Instruction for Upper Elementary (3).
Introduces instructional strategies, assessment, decisions and classroom management strategies necessary for meeting language arts curriculum goals and objectives for all students in the 3rd-6th grade classroom. Students use the central concepts and structures of English/language arts (reading, writing, speaking, listening and language) by using individual performance data to plan, implement and assess language arts learning experiences that engage all students, taking into account individual differences, EL status, culture and community context to assure mastery of content. Emphasizes structured literacy, small group implementation and individualized tutoring. Prerequisite(s): CI 311. Pre- or corequisite(s): CI 402I, CI 411A.

CI 411A. Preteaching Internship: Elementary Core IIA (2).
Designed to allow teacher education candidates to spend an extended period of time in an appropriate elementary classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in early literacy and social studies content. Prerequisite(s): successful completion of CI 311, 320, 321, 323 and CESP 334. Corequisite(s): CI 402E, 402J.
CI 411B. Preteaching Internship: Elementary Core IIB (2).
Designed to allow teacher education candidates to spend an extended period of time in an appropriate elementary classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in intermediate literacy, math and science content. Prerequisite(s): successful completion of CI 317, 411A, 519; MATH 501. Corequisite(s): CI 402I, 402M, 402S.

CI 412E. Teaching Internship I: Middle Level English (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425E, CI 426E; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435E.

CI 412J. Teaching Internship I: Middle Level History/ Government (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425J, CI 426J; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435J.

CI 412M. Teaching Internship I: Middle Level Mathematics (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425M, CI 426M; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435M.

CI 412S. Teaching Internship I: Middle Level Sciences (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425S, CI 426S; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435S.

CI 413E. Teaching Internship I: Secondary Level English (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425E, CI 426E; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435E.

CI 413J. Teaching Internship I: Secondary Level History/ Government (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425J, CI 426J; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435J.

CI 413M. Teaching Internship I: Secondary Level Mathematics (2).
Designed to allow candidates to spend an extended period of time in an appropriate classroom setting working with a mentor teacher to plan, implement, manage and assess instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 425M, CI 426M; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Pre- or corequisite(s): CI 417, CI 435M.

CI 414. ISAM: Elementary Social Studies (3).
Introduces K-6 elementary social studies content, instructional strategies, assessment decisions, and classroom management strategies necessary for meeting curriculum goals and objectives in the K-6 classroom. Students understand how effective social studies instruction, assessment and classroom management support student learning in the context of teaching social studies. Course includes diversity content. Prerequisite(s): admission to ECU/Elementary Apprentice Program.

CI 415. Differentiated Instruction for Diverse Learners (3).
Surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory and cognitive disabilities, and those learners who exhibit gifts and talents. Explores the effects of cultural differences and human development on individuals with exceptional learning needs. Reviews current educational policy, strategies, practices and services. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 416. Classroom Management and Pedagogy (2).
Presents best practices in classroom and behavior management and pedagogy — from organizing time, materials and classroom space to strategies for managing individual and large group student behaviors, transitions and other arrangements for classrooms in general and special education. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students
with disabilities and ELL students, are presented. Prepares teaching candidates to feel confident, know and fulfill their professional and legal responsibilities, not only at the beginning of the year, but for the entire school year. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 417. ISAM: Literacy Strategies in the Content Areas (2).
Addresses principles and strategies used in effective literacy instruction, including vocabulary development and comprehension skills needed to more fully read to learn in content areas. Candidates receive training to use the six-trait Analytical Rating Guide for assessing writing, which is the method used to score the Kansas State Writing Assessment. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Course includes diversity content. Prerequisite(s): grades of B- or better in appropriate CI 425 course(s) and CI 426; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): appropriate CI 435 course(s), appropriate teaching internship (CI 412 or 413).

CI 418. Creating a Production Centered Classroom (2).
Teacher education candidates strengthen the knowledge that impacts student achievement as they learn to empower students of all levels to explore their own STEM passions. Participants discover how to transform their classroom into a place where students want to engage in work on STEM projects. Teachers learn how to structure their class for students to research a topic and create a product that is shared with the class/school/world. Teachers also learn how to facilitate the student projects to ensure optimal student engagement. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 425E. ISAM: Middle/Secondary Level Content-Specific Methods I - English (2).
Introduces content-specific concepts and skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321 and 325; must also receive satisfactory or better rankings in all final observations and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 426E.

CI 425J. ISAM: Middle/Secondary Level Content-Specific Methods I - History/Government (2).
Introduces content-specific concepts and skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321 and 325; must also receive satisfactory or better rankings in all final observations and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 426J.

CI 425M. ISAM: Middle/Secondary Level Content-Specific Methods I - Mathematics (2).
Introduces content-specific concepts and skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321 and 325; must also receive satisfactory or better rankings in all final observations and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 426M.

CI 425S. ISAM: Middle/Secondary Level Content-Specific Methods I - Sciences (2).
Introduces content-specific concepts and skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Course integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321 and 325; must also receive satisfactory or better rankings in all final observations and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 426S.

CI 426E. Core II Practicum - English/Language Arts (1).
Designed to allow candidates to spend an extended period of time in an appropriate middle/secondary classroom setting working with a mentor teacher to plan, implement, manage and assess content-specific instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321, 325; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 425E.

CI 426J. Core II Practicum - History/Government (1).
Designed to allow candidates to spend an extended period of time in an appropriate middle/secondary classroom setting working with a mentor teacher to plan, implement, manage and assess content-specific instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321, 325; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 425J.

CI 426M. Core II Practicum - Mathematics (1).
Designed to allow candidates to spend an extended period of time in an appropriate middle/secondary classroom setting working with a mentor teacher to plan, implement, manage and assess content-specific instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321, 325; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 425M.

CI 426S. Core II Practicum - Science (1).
Designed to allow candidates to spend an extended period of time in an appropriate middle/secondary classroom setting working with a mentor teacher to plan, implement, manage and assess content-specific instruction aligned with state and/or district standards. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in CI 315, 320, 321, 325; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite(s): CI 426S.

CI 427. Philosophy, History and Ethics of Education (3).
Presents the major contemporary educational philosophies, the historical and social development of American education, and the ethical standards and legal issues influencing schools today. Some emphasis on the students' examination of their own educational philosophies and ethics. Course includes diversity content.
Prerequisite(s): admission to teacher education. Corequisite(s): a practicum or clinical experience.

CI 435E. ISAM: Middle/Secondary Level Content-Specific Methods II - English/Language Arts (3).
Addresses further content-specific concepts and advanced skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 425 course(s) and CI 426; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 435M. ISAM: Middle/Secondary Level Content-Specific Methods II - Mathematics (3).
Addresses further content-specific concepts and advanced skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 425 course(s) and CI 426; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 435S. ISAM: Middle/Secondary Level Content-Specific Methods II - Sciences (3).
Addresses further content-specific concepts and advanced skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Course integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 425 course(s) and CI 426; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 436E. ISAM: Middle/Secondary Level Content-Specific Methods III - English (2).
Engages middle/secondary level candidates in reflective experience emerging from the teaching internship experience, particularly issues surrounding management and motivation. Emphasizes mastery of content-specific concepts and skills related to classroom instruction, lesson delivery and classroom interactions. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 437. Field Experience I (1).
Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 438. Field Experience II (1).
Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 439. Field Experience III (1).
Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.
CI 440. Field Experience IV (1).
Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 446. Student Teaching and Classroom Management Seminar: Elementary (2).
Students study and evaluate effective classroom management techniques. Students discuss experiences emerging from student teaching including the planning of school programs, organizing effective environments, assessing instructional strategies and assuming the responsibilities of a teacher. Prerequisite(s): CI 311, 320, 321, 323, 324, 427; CESP 334, 433; CI 402E, 402J, 402L, 402M, 402S, 411A, 411B all with grade of B- or better and acceptance into clinical practice. Pre- or corequisite(s): CI 447 or 647A.

CI 447. Elementary Teaching Internship (11).
Designed to allow students to spend a semester in an appropriate classroom setting working with a cooperating teacher. The student and cooperating teacher, with the approval of the university supervisor, devise a plan for the student teacher to assume full responsibility for the classroom(s) for a designated period of time during the semester. Prerequisite(s): CI 311, 320, 321, 323, 324, 427; CESP 334, 433; CI 402E, 402J, 402L, 402M, 402S, 411A, 411B all with grade of B- or better and acceptance into clinical practice. Pre- or corequisite(s): CI 446.

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

CI 458. Inquiry Based Learning (2).
Teacher education candidates strengthen the knowledge that impacts student achievement in science by focusing on the implementation of integrated STEM in the primary/intermediate classroom. Participants increase their (1) confidence in implementing STEM instruction and content knowledge, (2) instructional level of STEM 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, (4) focus on STEM instructional practices to increase student attitude toward science, technology, engineering and math learning, and (5) understand how effective science instruction, assessment and classroom management support student learning in the context of teaching science. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 461E. Teaching Internship II: Middle Level English/Language Arts (5-10).
Designed to allow middle-level candidates to spend a semester in an appropriate classroom setting co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 412 and 435 courses, CI 417, CI 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 461J. Teaching Internship II: Middle Level History/Government (5-10).
Designed to allow middle-level candidates to spend a semester in appropriate classroom settings co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 412 and 435 courses, CI 417, CI 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 461M. Teaching Internship II: Middle Level Mathematics (5-10).
Designed to allow middle-level candidates to spend a semester in appropriate classroom settings co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 412 and 435 courses, CI 417, CI 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 461S. Teaching Internship II: Middle Level Sciences (5-10).
Designed to allow middle-level candidates to spend a semester in appropriate classroom settings co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 412 and 435 courses, CI 417, CI 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 471E. Teaching Internship II: Secondary Level English/Language Arts (10).
Designed to allow secondary level candidates to spend a semester in an appropriate classroom setting co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 413 and 435 courses, CI 417, CI 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
CI 471J. Teaching Internship II: Secondary Level History/Government (10).
Designed to allow secondary level candidates to spend a semester in an appropriate classroom setting co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 413 and 435 courses, CI 417, 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 471M. Teaching Internship II: Secondary Level Mathematics (10).
Designed to allow secondary level candidates to spend a semester in an appropriate classroom setting co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 413 and 435 courses, CI 417, 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

CI 471S. Teaching Internship II: Secondary Level Sciences (10).
Designed to allow secondary level candidates to spend a semester in an appropriate classroom setting co-teaching with a mentor teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and mentor teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisite(s): grades of B- or better in appropriate CI 413 and 435 courses, CI 417, 427, CESP 334, 433; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

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

CI 481I. Noncredit Internship (0).
Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Prerequisite(s): departmental consent.

CI 490. Individual Studies in Education (1-3).
Individual study of education topics.

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(s): 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. Prerequisite(s): 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. Prerequisite(s): admission to ECU/Elementary Apprentice Program.

CI 505. Science Technology and 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(s): graduate standing.

CI 519. Mathematical Investigations (3).
Based on the NCTM principles and standards for school mathematics focusing on process standards: problem solving, reasoning and proof, communication, connections and multiple representations. Students gain an active understanding of problem posing and problem solving in mathematics, as well as a familiarity with heuristics of problem solving. Integrates appropriate educational technology tools and instructional strategies for students with special needs including English Language Learners (ELL). Prerequisite(s): MATH 501 with a grade of 2.000 or better, or instructor's consent.

CI 520. Physical Science in the Elementary Classroom (3).
Students discover how the world around them works by doing a series of hands-on activities which allows them to apply the investigative nature of science to an elementary classroom setting. Intended only for elementary teacher candidates who are seeking to better understand the critical connections between the discovery and understanding of
science concepts and the inquiry approach used in elementary science instruction. For undergraduate credit only. Prerequisite(s): admitted to teacher education program.

CI 556. Instructional Planning and Classroom Management (2).
Provides students with an opportunity to demonstrate their understanding of foundational skills related to planning instruction and supporting student behavior prior to entering the field as special educators for students with mild to moderate disabilities. Students learn basic instructional planning techniques, accommodations and modifications, how to develop individualized educational programs, and strategies to effectively support classroom and individual student behavior. In addition, students learn how to access resources to further support the use of evidence-based and best practices within specific core content areas. Prerequisite(s): graduate standing.

CI 557. Integrated Seminar and Mentoring (1).
Provides students with a network of cohort and instructor support where they share, discuss and reflect upon their teaching practices to assist in assuming the responsibilities of their position, as well as their continued professional growth. Each course is individualized to focus on the developmental needs of candidates. Topics are chosen by students and the instructor focusing on the completion of an individualized portfolio of competencies that are aligned to state and national professional teaching standards. Repeatable up to 4 credit hours. Prerequisite(s): graduate standing.

CI 602. Social Emotional Learning in the School Community (2).
Teacher education candidates 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. For undergraduate credit only. Course includes diversity content. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

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(s): 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(s): 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(s): 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(s): 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(s): 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(s): 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(s): CI 327 for undergraduates and CI 603 for graduates. Corequisite(s): 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(s): CI 327. Corequisite(s): CI 614I (for undergraduate students only).

CI 615. Learning and 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(s): 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(s): CI 327 for undergraduates and CI 603 for graduates. Corequisite(s): 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(s): CI 327. Corequisite(s): CI 617 (for undergraduate students only).

**CI 647A. Teaching Internship: ECU K–3 (6).**
Candidates spend eight 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 eight-week period. For undergraduate credit only. Prerequisite(s): grade of B- or better in the following courses: CI 402E, CI 402J, CI 402U, CI 402M, CI 402S, CI 411A, CI 411B, CI 614, CI 614I, CI 617, CI 617P, CI 703 and CI 796; successful completion of all core I, II and III courses and assessments; and acceptance into clinical practice. Corequisite(s): CI 446, CI 647B.

**CI 647B. Teaching Internship: ECU Birth-PreK (6).**
Candidates spend eight 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. For undergraduate credit only. Prerequisite(s): CI 614*, CI 614I*, CI 703*, CI 796 and either CI 327 or CI 603; successful completion of all Core I (CESP 334, CI 311*, CI 320*, CI 321*, CI 323, CI 317*, CI 519 (2.00 or better)) and Core II (CESP 433, CI 402E*, CI 402J*, CI 411A*, HPS 425*, CI 324, CI 402U*, 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). Corequisite(s): CI 446, CI 647A.

**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(s): 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(s): 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(s): 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(s): graduate standing.

**CI 702. Introduction to Exceptional Children (2).**
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(s): 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. Prerequisite(s): 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 and 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(s): CI 603. Corequisite(s): 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(s): CI 603. Corequisite(s): CI 748.

**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(s): 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 709AI. 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(s): 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(s): CI 705 or departmental consent.

CI 715. Concepts and Principles of Behavior Analysis (3). Cross-listed as CLES 715. Covers the fundamental concepts and principles of applied behavior analysis. Everyday behavior is examined as a part of the natural world, and behavior change is explained by behavioral principles derived from scientific research. Students have opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and get some practice in implementing those procedures. School psychology students: no grade below B- (2.750) will count toward the degree.

CI 721. Fundamental Elements in Behavior Change and Specific Behavior Change Procedures (3). Cross-listed as CLES 721. Introduces fundamental elements of behavior change and specific behavior change procedures. The objectives of this course are (1) to increase student understanding of behaviors change and (2) for students to demonstrate their ability to apply behavior change techniques. Prerequisite(s): CLES 715 or CI 715.

CI 723. Single Subject Design (3). Cross-listed as CLES 723. Introductory level course concentrating on single subject data designs, visual inspection and inference of data, and statistical analysis for educational and behavioral interventions and data collection processes.

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. Prerequisite(s): CI 603, 704. Corequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): CI 321 or 711, CI 774, 775, 776, 777.

**CI 748. Transition to Teaching or Residency Internship III** (1-3).
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. Prerequisite(s): for the Transition to Teaching program: 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(s): 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. Prerequisite(s): 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(s): for the Transition to Teaching 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(s): 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(s): 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(s): 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 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 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. Repeatable up to three credit hours.

**CI 750BA. Space Sciences Hands-On Activities and Practices (S2HAP): Implement** (1).
Following the summer workshop featuring the NASA Education resources and NGSS science and engineering practices, middle school science teachers will implement various hands-on activities and projects to demonstrate their effectiveness and confidence in teaching space
CI 750BB. Purposeful Literacy: Application (3).
Equips educators with the knowledge necessary to successfully teach students to read, write, and spell. Emphasis is on Universal Design for Learning, focusing on characteristics of struggling readers including those with dyslexia, while sharing a research-based, structured, systematic, and explicit reading methodology for all students. Participants will complete a 3-day session followed by 7 days of application, in which they will observe live lessons, plan lessons, practice teaching methods with students, and receive continuous mentoring as they prepare to implement new practices to their current curriculum.

CI 750BC. Purposeful Literacy: Information (1).
Equips educators with the knowledge necessary to successfully teach students to read, write, and spell. Emphasis is on Universal Design for Learning, focusing on characteristics of struggling readers including those with dyslexia, while sharing a research-based, structured, systematic, and explicit reading methodology for all students. Participants of the 3 days will engage in a simulation, student panel discussion, and multi-sensory teaching of reading concepts while learning about reading research.

The S2HAP workshop and curriculum is designed to enhance the content knowledge, skills, and experience of teachers, to capture the interest of students, and to channel that interest into related career paths through the demonstration of integrated applications of space-sciences, mathematics, technology, and engineering recommended in the Next Generation Science Standards (NGSS).

CI 750BE. Teaching Exceptional K-12 Learners (1-2).
Designed for current K-12 certified staff in USD 259 who aspire to enhance their expertise in working with exceptional learners. Participants are further equipped and provided resources to address curriculum, instructional best practices and behavior management.

CI 750BF. Increasing Student Engagement through Esports (0.5-4).
Designed for educators from all subject areas who would like to know more about esports and how it leads to improved learning outcomes within cross-curricular educational settings. Using the Gaming Concepts Curriculum, educators can use the high-interest platform of esports while teaching college and career ready standards as well as social-emotional skills.

CI 750BM. Restorative Practice: A Healing and Empowering Approach to Education (1).
Provides opportunities to learn the underlying theories, premises and skills of restorative practices. Provides instruction on the effects of chronic stress and adverse experiences on the developing brain and on the connection between restorative practices, trauma sensitive care, resiliency and hope for healing. Participants have opportunities to engage in hands-on experiences with restorative practice techniques such as affective statements, nonviolent communication and facilitating circles in order to improve their effectiveness in teaching and reaching all age learners, regardless of the setting. Repeatable for credit.

CI 751. Special Studies in Education (1-3).
For elementary and secondary school teachers. Repeatable for credit with advisor’s consent. Prerequisite(s): 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 for teachers to 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 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 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.)

CI 751AZ. Improving Classroom Management (1-2).
Teachers with strong classroom management skills have proven to be more successful than their peers. Course goal is to provide both aspiring and veteran teachers with a tool kit of classroom management structures and techniques to create a positive learning environment where learning can take place.

CI 751CA. Enhancing Literacy Learning through Movement (0.5).
Offers curriculum integrating movement, physical activity, and literacy in elementary education. Research of elementary teacher candidates’ implementation of integrating movement and literacy content via lesson planning is shown. Participants not only engage in how to enhance literacy learning through movement activities, but also explore and implement practices in their own classrooms. Participants are asked to reflect on organized movement and management procedures in their own teaching experiences.

CI 751CB. Boost Classroom Learning with STEM Education (0.5).
Aims to increase student success in science by focusing on the implementation of STEM in the primary and intermediate classroom. Participants engage in a variety of STEM activities in small groups, 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.” 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 combative 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 751CX. Expanding Mentoring Skills for Cooperating Teachers (0.5).
Provides teacher leaders with expanded opportunities to practice and apply mentoring skills and techniques with beginning teachers to improve their effectiveness in the classroom. Repeatable for credit.

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(s): 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(s): teacher certification or departmental consent.
CI 743, 761A, 768, and continued employment by a school district.
Corequisite(s): 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 development of plans for involving parents 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 uninformed 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(s): 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(s): 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(s): entrance through
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(s): 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 789. Working with Diverse Student Populations  (1).
Surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory and cognitive disabilities, and those learners who exhibit gifts and talents. Explores the effects of cultural differences and human development on individuals with exceptional learning needs. Reviews current educational policy, practices and services. Course includes diversity content. Prerequisite(s): admission to the Transition to Teaching program.

CI 790. Special Problems in Education  (1-4).
Directed reading, activity or research under supervision of a graduate instructor. Prerequisite(s): 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(s): 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(s): 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 797. Ethics and Professional Conduct  (3).
Cross-listed as CESP 853. Introduces ethical and professional responsibilities of school psychologists and behavior analysts. Covers topics related to informed consent, due process, confidentiality and selection of least intrusive, least restrictive behavior change procedures. School psychology students: no grade below B- (2.750) will count toward the degree. Prerequisite(s): instructor's consent.