

CI - Curriculum and Instruction

Courses numbered 500 to 799 = *undergraduate/graduate*. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = *graduate*.

CI 502. Mathematics for Middle School Teachers (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 credit only. Prerequisite(s): admission to the ECU/Elementary Apprentice Program.

CI 503. Mathematics for High School Teachers (3).

Course in 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.

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.

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. For graduate credit only.

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 the heuristics of problem-solving. The course integrates appropriate educational technology tools and instructional strategies (SIOP) for students with special needs including English Language Learners (ELL). For undergraduate credit

only. Prerequisite(s): MATH 501 (C- or better) or CI 302 (B- 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. For graduate credit only.

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. For graduate credit only. Repeatable up to 4 credit hours.

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

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. Currently and previously certified teachers meet prerequisites. Prerequisite(s): acceptance into teacher education.

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. For graduate credit only.

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 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. For graduate credit only.

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 709. Current Topics in Instruction (1-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 709A, 709B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

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 710. Current Topics/Classroom Management (1-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 710A, 710B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

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).

Covers literacy assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students, including those with reading and/or writing disabilities (e.g., dyslexia). The course focuses on how, as a teacher, one participates in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction. A focus on knowledge of diverse reading profiles, including dyslexia, assessment (diagnostic, progress monitoring, screening and curriculum-based measures), and structured literacy instruction, focusing on phonological and phonemic awareness, phonics and word recognition,

oral reading fluency, vocabulary, listening and reading comprehension, and writing. Course expectations for undergraduate vs. graduate students are differentiated through assessment measures such as exams, written assignments, learning tasks, etc. Graduate expectations include advanced learning through additional, more complex readings, course facilitation or experiential activities. 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 conducive 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 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 conducive 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 (3).

In the transition to teaching 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. The course allows students to explore and apply a variety of instructional strategies, technologies and assessment techniques while learning how to adapt these strategies and techniques to meet the individual needs of students. Prerequisite(s): CI 743, CI 761A, employment by a school district or agency partnership, and completion of coursework for restricted teacher licensure.

CI 747L. Applied Learning Experience for ESOL Practitioners (2-3).

Applied practice in educating multilingual learners is the emphasis for this course. Through collaboration with local school districts based on the unique needs of the participant, a site-specific practicum is developed to advance understanding in implementing culturally-sensitive pedagogy for the emergent bilingual. Focuses on the application of evidence-based teaching methods, 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. Participants design their practicum with guidance from college professors and experts in the field of ESOL to better serve emergent bilinguals. Prerequisite(s): CI 774, CI 775. Pre- or corequisite(s): CI 776, CI 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 750. Workshops in Education (1-4).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 750A, 750B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

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 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.

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).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 751A, 751B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): teacher certification or departmental consent.

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 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 751CW. Increasing Student 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 751CY. Disruption, Change and AI in Education (1-3).

An exploratory course to look at how recent technological changes have affected education and teaching. Explores the concept of "disruption" and how that applies in educational settings. Also does a deep dive into artificial intelligence and predictive text models--very recent technologies that have huge implications in how people learn, how teachers interact with students, and how people teach.

CI 751CZ. Mentoring a Future Teacher (1).

For classroom teachers that serve as cooperating or mentor teachers for teacher candidates. Students enrolled in this course develop skills on how to provide effective mentoring to a pre-service teacher

candidate in order to improve their practice in the classroom. The course offers teacher mentors tips and strategies for observing, coaching and providing feedback, in order to assist novice teachers to become successful. Repeatable for credit.

CI 758. Nature of Technology and Educational Implications (3).

Addresses issues regarding the nature of technology and how it impacts thinking and action related to learning and teaching. Includes examinations of historical and contemporary examples, with applications in classroom instruction, assessment and supervision. Integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse student populations.

CI 759. Authentic Assessment (3).

Explores the principles and practices of authentic assessments in education. Students learn about performance-based assessments, portfolios, self-assessments and other methods that provide a more complete picture of student learning. Topics include design and implementation, the role of technology, and the use of data to inform instruction. By the end of the course, students are equipped to design and implement their own authentic assessments and make data-driven decisions to enhance student learning. Prerequisite(s): graduate standing or departmental consent.

CI 760A. Creating an Effective Classroom (3).

Part of the core for a Master of Arts in Teaching. Participants conduct an initial examination of instructional methods, educational trends and effective practices for classroom management. Participants in the Transition to Teaching program have secured (or have been cleared to secure) a teaching contract in an accredited school system. Prerequisite(s): admission to the Transition to Teaching program. Corequisite(s): CI 702 and CI 707.

CI 761A. Instructional Planning and Technology (2).

Intended as part of the core for a Master of Arts in Teaching. Addresses issues in instructional planning including: identifying appropriate learner goals, aligning goals with accepted standards, models of instruction, integrating technology into instruction, adapting instruction to meet individual student needs, including English language learners, and differentiated instruction. Prerequisite(s): students have secured a teaching contract in an accredited school system, have met the prerequisites for admission to the Transition to Teaching program at WSU, and have successfully completed CI 702, CI 707 and CI 760A. Corequisite(s): CI 743.

CI 764. Interdisciplinary STEM Education: Entry Course (3).

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

CI 769. Instructional Strategies, Technology Integration and Assessment (2).

Intended as part of the core for a Master of Arts in Teaching (Transition to Teaching and/or Middle/Secondary Residency Programs). Allows the student to explore a variety of instructional strategies, technologies and assessment techniques while learning how to adapt these strategies and techniques to meet the individual needs of the students. Prerequisite(s):

CI 743, 761A, 768, and continued employment by a school district. Corequisite(s): CI 744.

CI 774. Foundations of Teaching ESOL: An Assets-Based Approach (1-3).

This foundational course introduces both historical and current policy and practice in the field of ESOL. Participants develop theoretical and practical application of the most effective ways to meet the site-specific needs of emergent bilinguals. Participants delve into the role of culture in learning as they explore cultural dynamics that impact teaching and identify how culturally responsive pedagogy can be incorporated into curricula design. Finally, participants develop an assets-based approach to advocate for emergent bilinguals and their families. Designed to meet the standards required for the ESOL teaching endorsement or certification in TESOL.

CI 775. Linguistic Concepts and the Language-Rich Classroom (3).

This educator-friendly course explores how linguistic concepts can support language development for emergent bilinguals. Participants demonstrate understanding of language as a system as they examine the complex political and historical beliefs and attitudes impacting practices today. Participants learn how to explicitly teach academic language to support the creation of a language-rich environment, promoting opportunities to use academic language in multiple contexts accurately. Pre- or corequisite(s): CI 774.

CI 776. Research on Second Language Learning: Application to the PreK-12 Classroom (3).

What does research suggest are similarities and differences in first and second language learning? And how does theory translate into classroom practice? Participants explore these concepts as they examine the importance of oral language development and how explicit instruction and preparation techniques can assist emergent bilinguals in language learning. Hands-on opportunities to create visual aids and multisensory materials to support language development are included to foster language acquisition in the PreK-12 classroom. Prerequisite(s): CI 774, CI 775.

CI 777. Planning, Assessment, and Evaluation of Emergent Bilinguals With and Without Exceptionalities (3).

Participants develop evidence-based pedagogy for planning instruction, assessment, and evaluation of emergent bilinguals, with and without exceptionalities. A companion focus is on developing multiple modality, culturally aware curriculum experiences by differentiating instruction to create a transformative multicultural learning environment. Students analyze the issues related to differentiation and apply the methodologies in coursework designed to assist teachers in creating a learning environment that addresses the diversity typical of today's PreK-12 classrooms. Prerequisite(s): CI 774, CI 775. Pre- or corequisite(s): CI 776.

CI 779. Disciplinary Literacy and 21st Century Fluencies (2).

Offers secondary teachers an understanding of language, the literacy process and emerging 21st century fluencies and their application to teaching in secondary schools. The course emphasizes reading and writing in content areas, as well as instructional strategies to support students' literacy development. It focuses on ways that reading, writing, speaking and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. The course additionally examines how to integrate 21st century fluencies into content instruction.

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.

CI 781. Cooperative Education (1-4).

Academic program that expands a student's learning experiences through paid employment in a supervised educational work setting related to the student's major field of study or career focus. 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 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.

CI 785. Instructional Design and Learning Management Systems (LMS) (3).

Students learn and apply the principles of instructional design as they develop online instructional units that can be delivered via Learning Management System (LMS: e.g., Canvas, Google Classroom or Blackboard). Students follow the entire process for online course design and development by learning how to identify learning objectives, analyze tasks and learners, organize resources, design instructional units, develop instructional multimedia, specify instructional strategies, and assess learners' outcomes within an LMS. Prerequisite(s): graduate standing or departmental consent.

CI 787. Emerging Educational Technology (3).

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), microcomputing, machine learning, artificial intelligence, mobile learning, digital game-based learning and internet of things. In addition, students examine the expected challenges caused by emerging technologies and find strategies to overcome such issues. Prerequisite(s): graduate standing or departmental consent.

CI 788. Instructional Multimedia Production (3).

Project-based learning course focuses on students' learning to develop or improve instructional multimedia development skills so that they can use various multimedia in their professional settings. Students learn

to create instructional multimedia by using image editing software (e.g., Photoshop, GIMP), audio recording/editing software (e.g., Audacity), movie editing software (e.g., WeVideo, iMovie, Windows Moviemaker), and e-learning authoring tools (e.g., Adobe Captivate, Storyline 360). In addition to learning how to use those tools, students have an opportunity to develop an action plan to use the multimedia they developed in this course and apply their critical thinking skills by evaluating others' work and reflecting on their own instructional multimedia products. Prerequisite(s): graduate standing or departmental consent.

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. Prerequisite(s): admission to the Transition to Teaching program.

CI 790. Special Problems in Education (1-4).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 790A, 790B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): departmental consent.

CI 792. Professional Learning Communities (3).

Students delve into the principles and practices of professional learning communities (PLCs) and their impact on teacher professional development and student learning outcomes. Through a range of interactive online activities, such as virtual case studies, online forums for peer collaboration and discussion, and opportunities to engage with educational leaders and experts in the field, students gain a comprehensive understanding of effective PLCs, within the broader context of professional development. The course also explores the role of the school leaders in supporting and sustaining PLCs, as well as the challenges and strategies for overcoming common obstacles. By the end of the course, students have the knowledge and skills to design, implement and lead professional learning communities in their own schools and contribute to a culture of continuous improvement.

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 799. Current Issues in Education (3).

Provides a comprehensive inquiry into the current challenges and opportunities in education. Students gain a deeper understanding of the history of education and the factors driving current trends and innovations in the field. Through a combination of online lectures,

reading assignments and class discussions, students research topics such as the ethical integration of technology in the classroom, equity and diversity in education, socio-emotional learning, and the importance of self-care for educators. By the end of the course, students understand the issues and developments shaping education today and are equipped to drive positive change in their own classrooms and communities. Prerequisite(s): graduate standing or departmental consent.

CI 812. Transition Across the Life Span (2).

Examines aspects of transition programming for individuals with exceptionalities across their life span. Addresses transitions from (a) early childhood special education settings to the school environment, (b) elementary to middle school, (c) middle school to high school, (d) one special education setting to another (e.g., self-contained classroom to resource room or general education classroom), and (e) high school to postsecondary settings and independent functioning. Discusses roles of individuals with exceptional learning needs, parents, educators and community personnel. Prerequisite(s): CI 749A, 749F, or 749G.

CI 815. Advanced Teaching Strategies for Students with Mild/Moderate Disabilities (2).

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

CI 815A. Internship/Practicum: Advanced Teaching Strategies for Students with Mild/Moderate Disabilities (1).

Provides a supervised opportunity for students to implement and evaluate learning experiences and curriculums that develop the cognitive potential of learners with adaptive learning needs and their accessibility to the general education curriculum. Prerequisite(s): CI 749A. Corequisite(s): CI 815.

CI 816. Advanced Methods: Developing Critical and Creative Thought (2-3).

Curriculum and instruction students enroll for 2 credit hours. Students use understanding of cognitive and creative development to construct learning experiences that challenge the cognitive and creative potential of gifted learners. Graduate certificate in engineering students enroll for 3 credit hours. Graduate students in engineering use understanding of cognitive and creative development to construct learning experiences that challenge the cognitive and creative potential of university students. Prerequisite(s): CI 749G for curriculum and instruction students; CESP 811 and CESP 820 for graduate certificate in engineering students. Corequisite(s): CI 816A.

CI 816A. Internship: Developing Critical and Creative Thought (1-3).

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

CI 818. Positive Behavior Supports for Students with Exceptionalities (3).

Develops knowledge and skills for conducting a functional behavior assessment along with a positive behavior support plan needed by classroom teachers to affect academic and social/emotional outcomes. Addresses connections of challenging behaviors to aspects of the learner's (a) environments, (b) cultural diversity, (c) developmental and

academic skills, and (d) physiological needs along with an awareness of disability harassment, bullying and the social/emotional needs of the exceptional child. Prerequisite(s): CI 749A. Corequisite(s): CI 818A.

CI 818A. Internship/Practicum: Positive Behavior Supports (1).

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

CI 820. Advanced Teaching Strategies for Students with Severe and Multiple Disabilities (2).

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

CI 820A. Internship/Practicum: Low-Incidence Learning Needs (1).

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

CI 821. Classroom Reading Practicum (3).

Students participate in a practicum experience, delivering developmental and corrective reading instruction in a classroom setting. Prerequisite(s): CI 705.

CI 822. Principles of Nondiscriminatory Assessment for Students With Exceptionalities (2).

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

CI 847KG. Practicum/Field Experience in ECU: K-3 (3-4).

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

CI 849. Practices and Trends in Action Research (3).

In the transition to teaching program, this course introduces techniques of action research and requires students to apply these techniques to specific learning environments. Prerequisite(s): CI 749.

CI 860. Seminar in Research Problems (1-3).

Helps MA in teaching graduate students formulate an acceptable agenda for developing a professional action research project or portfolio to satisfy the application requirements for the master's in teaching program. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct,

publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite(s): CLES 801.

CI 862. Evidence-Based Inquiry: Capstone Project Proposal (1-2).

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

CI 863. Evidence-Based Inquiry: Capstone Project (1-2).

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

CI 867. Interdisciplinary STEM Education: Exit Course (3).

Cultivates students' STEM content knowledge and pedagogical skills for implementing integrated STEM teaching by providing practical experiences in formal and informal STEM settings. Experiential and application-based course which allows students to demonstrate their ability to develop integrated STEM curriculum. Prerequisite(s): CI 764 and 3-4 courses of individualized pathway STEM courses listed in the certificate program catalog.

CI 875. Master's Thesis (1-2).

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

CI 876. Master's Thesis (1-2).

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

CI 880. Learning Theory and Curriculum Design (3).

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

CI 881. Instructional Theory (3).

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

CI 884. Inquiry Into Instructional Practice: Part 1 (3).

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

CI 885. Inquiry Into Instructional Practice: Part 2 (3).

Provides students with the skills necessary to conduct research relevant to their professional practice. Includes elements of quantitative as well

as qualitative data analysis. Students critically analyze data-based decision making and the potential implications of instructional practice. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite(s): CI 884.

CI 890. Special Problems in Education (1-4).

Directed reading and research under the supervision of a graduate instructor. Graduate students only.

CI 893. Instructional Leadership: Professionalism and Collaboration (3).

Focuses on the role of the instructional leader to facilitate the implementation and sustainability of change necessary to support individual and organizational learning. Candidates acquire the skills necessary to facilitate, nurture and maintain partnerships. Prerequisite(s): CI 880, 884, 885.