

CESP - Counseling, Educational and School Psychology

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

CESP 334. Introduction to Diversity: Human Growth and Development (3).

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

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

Prepares students to develop and modify instruction using student performance data and theories of learning. Examines the psychology of learning including such concepts as the nature of learning and memory, learning strategies, individual differences and social factors influencing learning. Examines principles of measurement and evaluation including measurement instruments, observations, questioning strategies and grading plans. Emphasizes the reciprocal relationship between student performance data and instructional decisions. Prerequisite(s): CESP 334.

CESP 701. Introduction to Educational Research (3).

Cross-listed as CLES 801. Includes (1) the nature of research methodologies, (2) the preparation of research reports, (3) critical reading of research, and (4) ethics and integrity in conducting and reporting research. 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. For graduate credit only.

CESP 704. Introduction to Educational Statistics (3).

Introduces statistics, including measures of central tendency, measures of variability, correlation, chi square, t-test, correlated t-test, one-way, two-way analysis of variance and simple regression.

CESP 728. Theories of Human Development (3).

Describes what developmental theories are, what they do, where they come from, how they work and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of human development. Focuses on those theories which helped shape the current view of human development as well as significant new perspectives which may shape the way it is viewed in the future. Pre- or corequisite(s): CESP 858 or CLES 801 or CLES 810.

CESP 750. Workshops in Education (1-6).

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.

CESP 750AC. Interpersonal Skills for Teachers (1).

Focuses on nonverbal communication, using "I" messages, conversation starters, active listening, giving and accepting forgiveness, and developing trust.

CESP 750AD. Parenting Techniques (1).

Students learn basic parenting techniques to help develop their children's self-concept, responsibility and self-control. Discusses different parenting theories.

CESP 750E. Tutoring Techniques (1).

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

CESP 750G. How Families Function (1).

Designed for school and agency employees to understand how families function by learning about different family theories and family therapies so they can become better teachers, counselors, and administrators.

CESP 750X. Brain Retraining (1).

Teachers and counselors learn how the brain can be retrained for optimizing learning through the introduction of educational kinesiology, brain gym, Bal-a-vis-x, cup stacking and others. Resources are shared on how to obtain training and certification in these programs.

CESP 750Z. Stress Management Technique (1).

Teachers and counselors learn different stress management techniques such as: relaxation, assertive behavior, financial management, anxiety reduction, appropriate diet and exercise. Students learn how to assess stress and make a stress reduction behavior management plan for themselves or students.

CESP 751A. Anger Management Techniques (1).

Teachers and counselors learn different anger management techniques such as: rational self-instruction, relational aggression, anger management classes, videotherapy, and bibliotherapy.

CESP 752. Special Studies in Education (1-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 752A, 752B). 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): instructor's consent.

CESP 752G. Independent Research in Education (1-6).

Provides students with research or independent study advisement and support. This course may be taken for 1-6 credits per semester which can be counted toward program completion. Repeatable for credit. Prerequisite(s): instructor's consent.

CESP 753L. Filial Play Therapy (1).

Filial Play Therapy, also known as Child-Parent Relationship Training, is an evidence-based training program to improve the relationship between parents and children. No play therapy model has been more researched nor found to be as effective as filial therapy. The method uses the basic tenets of child-centered play therapy to teach parents to improve their relationship with their child, be more aware and sensitive

to their child's needs, and to promote healthy development. Filial play therapy has been successfully employed with parents, teachers and paraprofessionals to support the emotional growth and development of children for over 40 years.