

TALS - Teacher Apprenticeship Pathways, Literacy and Special Education

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

TALS 010. Skills for College Success (1).

Introduces students to the college campus and gives them tools needed to navigate digital spaces for coursework. Emphasizes self-advocacy and feeling comfortable as part of the higher education campus culture. Prerequisite(s): admission to the Wichita LIFE program. Corequisite(s): TALS 011, TALS 012.

TALS 011. Transition Skills for Independence I (3).

Introduces students to a variety of skills needed to transition to independence. Topics relate to skills needed for daily living, self-determination, and creating and maintaining positive relationships. Within these areas, specific skills covered are tailored to meet individual student needs. Prerequisite(s): admission to the Wichita LIFE program. Corequisite(s): TALS 010, TALS 012.

TALS 012. Career Exploration (2).

Students explore their career interests, aptitudes and skills through self-assessment. A variety of career fields and occupations are introduced. Students explore and identify employment possibilities that match their career preferences. Prerequisite(s): admission to the Wichita LIFE program. Corequisite(s): TALS 010, TALS 011.

TALS 021. Transition Skills for Independence II (3).

Students advance their understanding of, and routinely practice, skills needed to transition to independence. Specific skills within the topic areas of daily living, self-determination, and creating and maintaining positive relationships are tailored to meet individual student needs. Prerequisite(s): TALS 010, TALS 011, TALS 012. Corequisite(s): TALS 022, TALS 023.

TALS 022. Workplace Readiness I (2).

Introduces students to a variety of employability skills such as following directions, observing regulations, attendance and punctuality, supervision, workplace safety, working with others, meeting demands for quality work, and working at expected levels of productivity. Students identify the specific skills they need to succeed in their chosen career or occupation and create individualized goals related to workplace readiness. Prerequisite(s): TALS 010, TALS 011, TALS 012. Corequisite(s): TALS 021, TALS 023.

TALS 023. Career Internship I (2).

Provides a supervised opportunity for students to apply knowledge and skills learned in the classroom to a work setting. More specifically, students are supervised in applying specific employability skills such as following directions, observing attendance and punctuality, supervision, workplace safety, working with others, meeting demands for quality work, and working at expected levels of productivity. Prerequisite(s): TALS 010, TALS 011, TALS 012. Corequisite(s): TALS 021, TALS 022.

TALS 030. Person Centered Planning Seminar I (1).

Students engage in the person-centered planning process to create person-centered plans that include individualized goals to provide focus as they enter their second year of the Wichita LIFE program. Prerequisite(s): TALS 021, TALS 022, TALS 023. Corequisite(s): TALS 033.

TALS 033. Career Internship II (2).

Provides students with a supervised opportunity to apply employability skills learned in the classroom. Emphasizes progress towards

individually identified skills needed to succeed in a chosen career or occupation. Prerequisite(s): TALS 021, TALS 022, TALS 023. Corequisite(s): TALS 030.

TALS 041. Transition Skills for Independence III (3).

Students continue to practice and generalize individualized skills needed to transition to independence. Students learn strategies to prepare them to apply skills related to daily living, self-determination, and creating and maintaining positive relationships with less support on a daily basis. Prerequisite(s): TALS 030, TALS 033. Corequisite(s): TALS 042, TALS 043.

TALS 042. Workplace Readiness II (2).

Students advance their understanding and practice of a variety of employability skills. Introduces students to topics related to seeking, securing and maintaining employment. Students engage in continuous evaluation of their progress towards meeting individualized goals related to their workplace readiness. Prerequisite(s): TALS 030, TALS 033. Corequisite(s): TALS 041, TALS 043.

TALS 043. Career Internship III (2).

Provides a supervised opportunity for students to apply advanced knowledge and skills learned in the classroom to a work setting. Students begin to apply topics related to the skills needed to maintain employment. Also emphasizes continuous evaluation of progress toward meeting individualized goals related to workplace readiness. Prerequisite(s): TALS 030, TALS 033. Corequisite(s): TALS 041, TALS 042.

TALS 051. Transition Skills for Independence IV (3).

Engages students in advanced application of individualized skills needed to transition to independence. Students engage in goal setting and learn to monitor their own progress toward meeting their goals. Students learn to communicate their strengths and goals related to skills for independence to multiple audiences. Prerequisite(s): TALS 041, TALS 042, TALS 043. Corequisite(s): TALS 052, TALS 053.

TALS 052. Workplace Readiness III (2).

Engages students in analyzing and reflecting on their advanced application of skills needed to ensure workplace readiness. Students gain confidence in their ability to 1) know and explore employment possibilities, 2) explore employment choices, 3) seek, secure and maintain employment, and 4) exhibit appropriate employment skills. Students prepare for and participate in a required job fair. Prerequisite(s): TALS 041, TALS 042, TALS 043. Corequisite(s): TALS 051, TALS 053.

TALS 053. Career Internship IV (2).

Provides a supervised opportunity for the advanced application of skills needed to ensure workplace readiness. Students gain confidence in their ability to exhibit appropriate employment skills and maintain employment. Prerequisite(s): TALS 041, TALS 042, TALS 043. Corequisite(s): TALS 051, TALS 052.

TALS 060. Person-Centered Planning II (2).

Students engage in the person-centered planning process to create a person-centered exit plan. Students learn how to access available community services and supports that can help them achieve their individual goals. Prerequisite(s): TALS 051, TALS 052, TALS 053.

TALS 400. Badge: DSP Frontline Supervisor Badge (1).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 400BA, 400BB). 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. Graded Bg/NBg.

TALS 400BA. Badge: DSP Frontline Supervisor Professionalism and Ethical Practice (1).

Equips DSP Frontline Supervisors with the foundational skills, ethical frameworks and leadership strategies needed to effectively guide and support direct support professionals. Grounded in the NADSP code of ethics and responsive to contemporary leadership challenges, the course fosters both personal and professional growth through the integration of ethical decision-making, cultural responsiveness, advocacy and public relations. Emphasizing real-world application in community-based settings, participants develop competencies in navigating complex interpersonal dynamics, promoting person-centered supports, and fostering inclusive, respectful and empowered teams. Supervisors explore their roles as advocates, educators and change agents within diverse communities and multidisciplinary teams. Graded Bg/NBg.

TALS 400BB. Badge: DSP Frontline Supervisor Building and Maintaining Relationships (1).

Equips DSP Frontline Supervisors with the leadership and communication skills necessary to guide collaborative teams in delivering high-quality, person-centered services. Supervisors learn to facilitate effective team meetings, resolve conflict using appropriate communication styles, promote cultural responsiveness, and clarify team roles and responsibilities. Emphasizing professionalism, mutual respect and reflective practice, the course prepares supervisors to lead with empathy, foster inclusive team dynamics, and support direct support professionals in achieving positive outcomes for individuals with I/DD. Graded Bg/NBg.

TALS 400BC. Badge: DSP Frontline Supervisor Person-Centered Planning and Support (1).

Equips DSP Frontline Supervisors with the knowledge and tools needed to lead with a person-centered mindset across all areas of service delivery. Through practical application and reflective supervision, supervisors learn how to embed person-centered planning into everyday practice, support the self-determination of individuals with disabilities, and coordinate collaborative teams that help individuals achieve their dreams and goals. Participants also explore how to support active community engagement, meaningful employment, inclusive learning and long-term life planning using the principles of Universal Design for Learning (UDL), assistive technology and advocacy. Graded Bg/NBg.

TALS 400BD. Badge: DSP Frontline Supervisor Recruitment and Resource Oversight (1).

Prepares DSP Frontline Supervisors to lead in creating safe, healthy and financially responsible environments for individuals receiving services and for staff. Through a focus on emergency preparedness, wellness promotion, property and finance oversight, and support for daily living skills, participants strengthen their ability to lead teams, uphold compliance and empower individuals to manage aspects of their lives with dignity and autonomy. Supervisors develop the tools and strategies necessary to train staff, ensure accountability and promote well-being across service settings. Graded Bg/NBg.

TALS 400BE. Badge: DSP Frontline Supervisor Leadership and Team Management (1).

Prepares DSP Frontline Supervisors to lead, develop and retain high-performing staff teams through effective coaching, feedback and performance evaluation strategies. Participants explore core supervisory skills, including relationship-building, training needs analysis, mentoring and conducting SMART goal-aligned evaluations. Emphasis is placed on reflective supervision, accountability and growth-oriented feedback that supports both individual staff development and broader organizational missions. Supervisors learn how to support DSPs in building competencies, enhancing morale and achieving professional success. Graded Bg/NBg.

TALS 590. Independent Study (0.5-3).

Arranged individual independent study in specialized content areas under the supervision of a faculty member. Repeatable up to 6 credit hours. Prerequisite(s): departmental consent.

TALS 615. Learning and Reading Strategies (3).

Students are provided with an understanding of the development of learning and reading strategies and explore instructional approaches for guiding elementary and secondary students in those strategies and their use in content areas. This course covers principles and strategies used in effective instruction, including comprehension, reading and writing skills needed to become more literate in content areas.

TALS 705. Science of Reading (2).

Provides a scientifically-based foundation in the cognitive, socio-cultural, linguistic and motivational influences on literacy and language development. The course presents the key scientifically-based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade levels. An overview of structured literacy and dyslexia is also provided.

TALS 711. Diversity and Inclusion (2).

Equips students with a deep understanding of the multifaceted nature of diversity and its critical role in shaping educational environments. This course explores key analytical constructs such as race, ethnicity, gender, ability, sexual orientation and socioeconomic status (SES), examining how their individual and combined effects impact—and can be leveraged to inform—instruction, assessment and leadership. Through a combination of theoretical exploration and practical application, this course prepares candidates to lead and advocate for inclusive practices in diverse educational settings. Prerequisite(s): admission to the program.

TALS 712. Health, Movement and Physical Activity (2).

Provides the prospective elementary teacher with the knowledge and techniques necessary to be able to integrate health, wellness and physical activity appropriate to elementary education classroom expectations and requirements aligned with elementary education unified K-6 program standards. Content includes understanding of the foundations of general, special, and inclusive education, development and characteristics of all learners including those with disabilities. The purpose is to develop a blending of curriculums and techniques to support positive academic growth. The use of multiple intelligences, integration techniques, classroom management, health standards, and curriculum and technology supports the goal of this course.

TALS 714. Structured Literacy 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, morphology, 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.

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

TALS 734. Interventions for Dyslexia and Other Reading Related Disorders (3). Addresses principles and practices of evidence-based literacy intervention for students with dyslexia, including the varied challenges that students may encounter as they develop literacy, effective intervention in various components of literacy, and the issues involved in designing a comprehensive literacy intervention program. Covers intervention strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. The course focuses on how teachers and reading specialists participate in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction.

TALS 736. Dyslexia and the Brain: Serving as a Literacy Leader (2). Addresses dyslexia's neurobiological origins, its effect on language and literacy development, and the variations in the processing and development of the various elements of language and literacy among students with and without dyslexia. The course also addresses linguistic structures of and historical influences on the English language as well as how to 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.

TALS 738. Methods and Assessment: ELA and Social Studies (3). Focuses on teaching and assessment methodology in English language arts and social studies for effective instruction in early childhood and elementary classrooms. Explores the keys to successful integration of language arts and social studies into the elementary curriculum. Candidates learn structures of the English language arts (reading, writing, speaking, listening and language) as well as the science of reading, phonology, morphology, syntax, semantics, orthography and pragmatics. Candidates also learn the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics, and government). Additionally, candidates explore integrated curriculum, as well as individual performance data to plan, implement and assess language arts learning experiences for all learners taking into account personalized learning needs and supports through application of UDL principles, technology and intensive intervention as individually appropriate.

TALS 739. Methods and Assessment: Math and Science (3). Focuses on teaching and assessment methodology in mathematics and science for effective instruction in early childhood and elementary classrooms. Explores the keys to successful integration of math and science in the elementary curriculum. Candidates learn the structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation n base ten and fractions, measurement and data, geometry, ratios and proportional relationships, and statistics

and probability). Candidates also learn scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement and assess learning experiences that engage all elementary students in curiosity, exploration, sense-making, conceptual development and problem-solving. Additionally, candidates explore integrated curriculum, as well as individual performance data to plan, implement and assess language arts learning experiences for all learners taking into account personalized learning needs and supports through application of UDL principles, technology and intensive intervention as individually appropriate.

TALS 740. Universal Design for Learning (1). Candidates are provided with an introduction to Universal Design for Learning (UDL). Emphasis is placed on the three principles of UDL: multiple means of presentation, action and expression, and engagement for instructional planning and implementation. Candidates are asked to apply these principles within an educational setting including curriculum, behavior support systems and environment. Candidates examine the education unified profession and how UDL is a proactive plan for creating an inclusive environment in which all students receive personalized learning experiences.

TALS 741. Learning and Educational Assessment (2). Examines individual and group approaches to assessment, evaluation and the basic concepts of standardized and non-standardized educational assessment. Students learn the appropriate methods for selection, administration and interpretation of assessments. Research and statistical concepts such as reliability, validity and standard error of measurement are introduced. This course pays special attention to needs assessments that can be used in an educational setting, particularly in determining student learning needs. Formative assessments and curriculum-based assessments are reviewed. Discussions include historical perspectives regarding assessment, assessment ethics and use of instruments with diverse populations. Language specific to performance based assessments are introduced. Candidates use a variety of assessment instruments, procedures and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring and technology considerations.

TALS 742. Integrating Learning Through the Arts and Movement (2). The teacher candidate understands and uses the central concepts, tools of inquiry and structures of the arts (music, visual arts, dance and/or theatre) to plan, implement and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity and collaborative problem solving. This course also provides candidates with the knowledge and techniques necessary to be able to integrate health, wellness and physical activity appropriate to early childhood and elementary education classroom expectations and requirements aligned with KSDE standards. Content includes understanding of the foundations of general, special and inclusive education, development and characteristics of all learners including those with disabilities. The purpose is to develop a blending of curriculums and techniques to support positive academic growth. The use of multiple intelligences, integration techniques, classroom management, health standards, and curriculum and technology support the goal of this course.

TALS 743. Internship I (1). Provides candidates with a comprehensive, hands-on experience in early childhood and elementary educational settings. This course integrates theoretical knowledge with practical application, allowing candidates to develop and demonstrate professional competencies necessary for effective early childhood and elementary education. Candidates gain practical experience and develop the professional skills

needed to become effective and reflective educators, prepared to make a positive impact on learners and their families.

TALS 744. Internship II (1).

Provides candidates with a comprehensive, hands-on experience in early childhood and elementary educational settings. This course integrates theoretical knowledge with practical application, allowing candidates to develop and demonstrate professional competencies necessary for effective early childhood and elementary education. Candidates gain practical experience and develop the professional skills needed to become effective and reflective educators, prepared to make a positive impact on learners and their families.

TALS 748. Internship III (1).

Provides candidates with a comprehensive, hands-on experience in early childhood and elementary educational settings. This course integrates theoretical knowledge with practical application, allowing candidates to develop and demonstrate professional competencies necessary for effective early childhood and elementary education. Candidates gain practical experience and develop the professional skills needed to become effective and reflective educators, prepared to make a positive impact on learners and their families.

TALS 749. Internship IV (1).

Provides candidates with a comprehensive, hands-on experience in early childhood and elementary educational settings. This course integrates theoretical knowledge with practical application, allowing candidates to develop and demonstrate professional competencies necessary for effective early childhood and elementary education. Candidates gain practical experience and develop the professional skills needed to become effective and reflective educators, prepared to make a positive impact on learners and their families.

TALS 750. Foundations and Applications of Structured Literacy Instruction (1-3).

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.

TALS 750A. Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles I (3).

Provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application is supported through personalized coaching throughout the course. The course is aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (which align with Standards 5, 6 and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards).

TALS 750B. Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles II (3).

Provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application is supported through personalized coaching throughout the course. The course is aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (which align with Standards 5, 6,

and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards).

TALS 750C. Foundations of the Science of Reading for Paraeducators I (1).

Introduces paraeducators to foundational concepts and evidence-based practices that align with the Science of Reading (SOR), a vast interdisciplinary body of research from education, cognitive psychology, neuroscience and linguistics that explains how children learn to read and why some struggle. Emphasis is placed on understanding and applying the Simple View of Reading and Scarborough's Reading Rope—two essential frameworks that illustrate the relationship between word recognition, language comprehension and skilled reading development. Participants explore the principles of Structured Literacy, an explicit, systematic, cumulative, diagnostic and responsive approach to reading instruction that integrates phonology, sound-symbol association, syllable instruction, morphology, syntax and semantics. Key components of the course include oral language development, vocabulary acquisition, phonological and phonemic awareness, and how to support these skills within a multi-tiered system of support (MTSS). Throughout the course, paraeducators learn how to recognize and support foundational reading skills, use scaffolding techniques that promote language and literacy, and assist teachers in delivering high-quality, differentiated reading instruction. Paraeducators leave with a deeper understanding of how reading develops and how to apply research-based strategies to enhance student learning and close achievement gaps in early literacy.

TALS 750D. Phonics and Word Recognition Strategies for Paraeducators (1).

Designed to provide paraeducators with foundational knowledge and instructional practices aligned to the Science of Reading and Structured Literacy, with a particular emphasis on phonics and word recognition. Participants explore the alphabetic principle, orthographic mapping, systematic phonics instruction and high-frequency word strategies. Emphasis is placed on recognizing and addressing common reading difficulties, including dyslexia, and applying explicit, systematic instructional approaches to support early readers. Paraeducators learn to scaffold instruction, select appropriate decodable and grade-level texts, and reinforce classroom literacy practices that build word recognition and automaticity.

TALS 750E. Supporting Reading Fluency, Comprehension and Writing for Paraeducators (1).

Equips paraeducators with the knowledge and skills to support students' fluency, comprehension and writing development using evidence-based, structured literacy practices. Participants explore the interconnectedness of reading and writing, the critical role of fluency in comprehension, and how to apply scaffolding techniques to support learners' diverse literacy needs. Emphasis is placed on practical, classroom-based strategies to support sentence and paragraph writing, promote comprehension through inference and background knowledge, and increase student engagement and independence.

TALS 752. Brain Research to Improve Learning and Teaching (2).

Provides insight into some of the current research from cognitive science and neuroscience about how the brain learns. The major themes include the deep connection among emotion, thinking, learning and memory; the range of individual cognitive strengths and weaknesses that determine how individuals perceive and understand the world and solve the problems; and the dynamic process of building new skills and knowledge. Candidates examine the implications of these insights for schools and all aspects of the learning environments created for students—teaching, learning and assessment. For graduate credit only.

TALS 760. Education Special Topics (1-3).

An umbrella course created to explore a variety of education subtopics differentiated by letter (e.g., 760A, 760B). 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.

TALS 760A. STEM Integration for Middle and Secondary Educators: Deloitte Smart Factory Believers Program (2).

Middle and high school educators attend a transformative training focused on educational robotics and computer science. Facilitated by Wichita State University faculty and incorporating Deloitte Smart Factory Believers Program training modules, the course empowers teachers to integrate Smart Rover kits into their classrooms, fostering a hands-on learning environment. During the course, educators learn how to effectively incorporate Smart Rover kits into their curriculum, conduct action research and validate educational outcomes. The program also covers strategies for enhancing student engagement, STEM education and critical thinking skills.

TALS 760B. STEM Action Rsrch for Middle & Secondary Educators: Deloitte Smart Factory Believers Prgrm (1).

Following the training focused on Smart Rover kits and integrating STEM and computer science curriculum, middle and secondary educators implement and share findings and implications of their action research projects. Facilitated by Wichita State University faculty and incorporating learning from Deloitte Smart Factory Believers Program training modules, educators incorporate Smart Rover kits into their curriculum, conduct action research and validate educational outcomes. At the culmination of the course, educators present their action research reports. Prerequisite(s): TALS 760A.