Graduate Programs in Special Education: High Incidence, Early Childhood Unified, Low Incidence, and Gifted

Program Handbook
2016-2017
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Program Faculty

Dr. Kim McDowell – Chair of the Department of Curriculum & Instruction. Provides support to the program as an ex-officio member.

Dr. Donna M. Sayman – Associate Professor, Special Education Graduate Coordinator, Major Advisor for the Master of Education in Special Education – High Incidence and High Incidence Endorsement Program.

Dr. Jennifer Stone – Assistant Professor, Major Advisor for the Master of Education in Special Education – Early Childhood Unified and the Early Childhood Unified Endorsement Program.

Dr. Heidi Cornell – Assistant Professor, Major Advisor for the Master of Education in Special Education – Low Incidence and the Low Incidence Endorsement Program.
Admission to Special Education Graduate Program

Overview
The Department of Curriculum and Instruction offers courses of study leading to licensure in High Incidence, Early Childhood Unified, Low Incidence, and Gifted (non-degree programs), or the Masters of Education (M. Ed.) in Special Education degree. The master’s degree option provides an opportunity to complete all standards for teachers of students in the chosen area of emphasis (High Incidence, Early Childhood Unified, Low Incidence, Gifted) to add the special education endorsement as well as earn a Master’s degree. The non-degree option includes 24-29 hours of coursework depending on the emphasis area. The master’s degree includes 34-36 hours (depending on emphasis area) of core courses, research courses, and completion of a research-based capstone project or thesis.

Admission Requirements
1. Application and admission to the Graduate School, including official transcripts of all college and university work and an overall GPA of 2.75.
2. GPA of 3.00 or higher in the last 60 hours (special provisions are available for individuals with a GPA of 2.75 or higher)
3. Current Kansas teaching license (or be eligible for the license).

Full Admission to the program is required in order to prepare the candidate’s Plan of Study and to qualify for financial aid. Once admitted, the candidate will be assigned a major advisor. The major advisor meets with the candidate to prepare the Plan of Study. For candidates hired by school districts/programs on a “Waiver” teaching certificate, the WSU licensure specialist must also sign the Plan of Study. A copy of the Plan of Study, with all required signatures, is given to the candidate who then presents it to the hiring district to send to KSDE for hiring the candidate on a Waiver.

Special Education - Areas of Emphasis/Endorsement
There are four emphasis areas within the Special Education Program: High Incidence (qualifies teachers to work with students receiving special education services with High Incidence, mild/moderate disabilities), Early Childhood Unified (qualifies teachers to work with young children, birth through grade 3 for both general education and special education), Low Incidence (qualifies teachers to work with students receiving special education services with moderate to severe/multiple disabilities), and Gifted (qualifies teachers to work with students with advanced learning needs). Following are the course check sheets for each of the major emphasis areas along with the courses that are common to all programs.
Core Classes for High Incidence, Low Incidence & Gifted Programs:

CI 719 - Foundations of Special Education (1) Addresses the basic foundations of special education across exceptionality areas. Discusses a general history of special education and its relationship to general education trends (as well as the disability movement as a whole). Covers important special education legislation and regulations, the role litigation has played in the development of the discipline, and ethical issues in the provision of special education services. The continuum of services is explored along with roles/responsibilities of special and general educators in relation to students with exceptionalities, especially within inclusive settings. Prerequisite: Acceptance into teacher education or completion of a teacher licensure program in general education.  Co-requisite: CI 720 or 722.
Offered: Fall: Online
Program Assessment Link: None

*CI 720 - Characteristics: High Incidence/Low Incidence- Learning Needs (2) Explains the cognitive, communicative, social/emotional, sensory, and physical characteristics of students with mild to severe disabilities and how these characteristics influence planning and instruction. Examines roles of students, professionals, and families in meeting student needs. Discusses current developments in the field of special education that pertain to working with students with High Incidence and Low Incidence learning needs. Prerequisites: CI 311, 320, and acceptance into teacher education or completion of a licensure program in general education.
Co-requisite: CI 719.
Offered: Fall  (Gifted education students take CI 722 in place of CI 720.) Online
Program Assessment Link: None

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 exceptionality.
Prerequisites: CI 749A, 749F, or 749G.
Offered: All semesters: Online
Program Assessment Link: Family/Service & Collaboration Project

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 post-secondary settings and independent functioning. Discusses roles of individuals with exceptional learning needs, parents, educators, and community personnel.
Prerequisites: CI 749A, 749F, or 749G.
Offered: Summer (online)
Program Assessment Link: Transition Planning

CI 818 - Positive Behavior Supports and Social-Emotional Methods (3) Develops knowledge and skills for conducting a Low Incidence behavior assessment and 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.

**Prerequisites:** CI749A, 749F, or 749G. **Co-requisite:** CI 818A.

**Offered:** Fall: Online

**Program Assessment Link:** Low Incidence Analysis and Behavior Plan

**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 Low Incidence assessment of problem behavior, design and implementation of behavior plans, and provision of ongoing positive behavior supports. Requires a B- or above.

**Prerequisite:** CI 749A, CI 749A, or CI 749G. **Co-requisite:** CI 818.

**Offered:** Fall

**Program Assessment Link:** Field Experience

**CI 822 - Evaluation/Diagnosis** (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.

**Prerequisites:** CI 749A, 749F, or 749G

**Offered:** Spring

**Program Assessment Link:** Test Administration and Evaluation Report

**CI 851- Special Education Research** (2) Students learn research methodologies from the field of special education. Students develop research questions, review relevant literature, and develop skills to conduct ethical research that leads to improvement in their educational practices.

**Prerequisites:** CI 749A, 749F, or 749G.

**Offered:** Spring: Online

**Program Assessment Link:** None
HIGH INCIDENCE SPECIAL EDUCATION
PreK-12 Certification

STANDARDS

The following teaching standards should be used to prepare individuals to adapt the curriculum to assist the learning of children and youth who have learning problems and needs in the mild through moderate range.

**Standard 1: Characteristics/Legal/Historical/Philosophical:** The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.

**Standard 2:** The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

**Standard 3:** The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.

**Standard 4:** The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.

**Standard 5:** The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.

**Standard 6:** The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.

**Standard 7:** The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

**Standard 8: Family and Community Engagement:** The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

Approved: 12/07/12 - Updated: 3/2016
WICHITA STATE UNIVERSITY
PLAN OF STUDY FOR MASTER’S DEGREE IN SPECIAL EDUCATION—High Incidence (G17O)
Endorsement only (G41K)

**CORE COURSE SEQUENCE:** Fully admitted to program (28 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 719</td>
<td>Foundations of Special Education</td>
<td>1</td>
<td>Fall-Online</td>
<td>Must be taken with CI 720.</td>
</tr>
<tr>
<td>CI 720</td>
<td>Characteristics: High Incidence/Low Incidence</td>
<td>2</td>
<td>Fall-Online</td>
<td>Must be taken with CI 719.</td>
</tr>
<tr>
<td>CI 724</td>
<td>Methods/Assessment: High Incidence</td>
<td>3</td>
<td>Spring-Online</td>
<td>Requires completion of CI 719 and 720 (C or better)</td>
</tr>
<tr>
<td>CI 749A</td>
<td>Practicum: High Incidence</td>
<td>3</td>
<td>Summer</td>
<td>Generally summer; requires CI 719, 720, and 724. Requires a B- or better</td>
</tr>
<tr>
<td>CI 815</td>
<td>Adv. Meth.: High Incidence</td>
<td>2</td>
<td>Fall</td>
<td>Must be taken with CI 815A.</td>
</tr>
<tr>
<td>CI 815A</td>
<td>Internship: High Incidence</td>
<td>1</td>
<td>Fall</td>
<td>Must be taken with CI 815. Requires a B- or better</td>
</tr>
<tr>
<td>CI 816</td>
<td>Language to Literacy</td>
<td>2</td>
<td>Spring</td>
<td>Must be taken with CI 817A.</td>
</tr>
<tr>
<td>CI 817A</td>
<td>Internship: Lang to Literacy</td>
<td>1</td>
<td>Spring</td>
<td>Must be taken with CI 817. Requires a B- or better</td>
</tr>
<tr>
<td>CI 796</td>
<td>Family &amp; Prof. Collaboration</td>
<td>3</td>
<td>All-Online</td>
<td></td>
</tr>
<tr>
<td>CI 822</td>
<td>Principles of Nondiscriminatory Assess</td>
<td>2</td>
<td>Spring-Online</td>
<td></td>
</tr>
<tr>
<td>CI 818</td>
<td>Positive Behavior Supports for Students with Exceptionalities</td>
<td>3</td>
<td>Fall-Online</td>
<td>Must be taken with CI 818A.</td>
</tr>
<tr>
<td>CI 818A</td>
<td>Internship: Positive Behavior Support</td>
<td>1</td>
<td>Fall</td>
<td>Must be taken with CI 818. Requires a B- or better</td>
</tr>
<tr>
<td>CI 812</td>
<td>Transition Across the Life Span</td>
<td>2</td>
<td>Summer -Online</td>
<td></td>
</tr>
<tr>
<td>CI 851</td>
<td>Special Education Research</td>
<td>2</td>
<td>Spring-Online</td>
<td></td>
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</tbody>
</table>

**RESEARCH COMPONENT** (For Master’s Degree only) (7 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLES 801</td>
<td>Intro. To Educational Research</td>
<td>3</td>
<td>All</td>
<td>Requires CI 851</td>
</tr>
<tr>
<td>OR CESP 704</td>
<td>OR CI 717</td>
<td></td>
<td>Fi/Sp Su</td>
<td></td>
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<tr>
<td>CI 822</td>
<td>Intro. To Educational Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Qualitative Inquiry in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 875</td>
<td>CI 875 Masters Thesis</td>
<td>2</td>
<td>All</td>
<td>Requires CI 851</td>
</tr>
<tr>
<td>OR CI 862</td>
<td>CI 875 Masters Thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Evidence-based Inquiry Portfolio Proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 876</td>
<td>CI 876 Masters Thesis</td>
<td>2</td>
<td>All</td>
<td>Requires completion of CI 875 05 863</td>
</tr>
<tr>
<td>OR CI 872</td>
<td>CI 876 Masters Thesis</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>OR CI 872 Evidence-based Inquiry Portfolio</td>
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</table>

Total Hours Non-degree = 28 (All Core Course Sequence courses)
Total Hours Master’s Degree = 35 (All Core Course Sequence courses, and Research Component Courses)

Approved: 12/07/12 - Updated: 3/2016
Course Descriptions for High Incidence Program

CI 724- Methods/Assessment: High Incidence (3) Examines introductory assessments, curriculum, and instruction related to students with mild and moderate learning needs. Includes competencies for (a) developing individual educational plans, (b) assessment for instructional planning, (c) planning and delivering research-validated individualized instruction, (d) monitoring and basing instructional decisions on performance data, (e) managing safe and conductive learning environments, and (f) strategies for working with students with High Incidence learning needs in general and special education environments. Prerequisites: CI 719, 720, or instructor’s consent.
Offered: Spring: Online
Program Assessment Link: None

CI 749A- Practicum: High Incidence (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 (a) research-validated teaching methods for students with High Incidence learning needs, including planning individual education programs and standards-based education; (b) use of formal-informal psycho-educational assessment devices, curriculum strategies, positive behavior support, behavior management, and evaluation of student performance; and (c) reflective analysis of personal performance and its impact on student learning.
Prerequisites: CI 719, 720, 724, and practicum placement approval.
Offered: Summer: Must earn a B- or better to pass.

CI 815 - Advanced Methods: High Incidence (2) Develops strategies and techniques related to the individual needs of learners identified with mild disabilities including ensuring access to the general education curriculum, environments and extracurricular activities through adaptations, modifications, and use of technology.
Co-requisite: CI 815A.
Assessment Link: Action research Project
Offered: Fall

CI 815A- Internship/Practicum: Advanced Methods High Incidence (1). Provides a supervised opportunity for students to implement and evaluate learning experiences and curricula that develop the cognitive potential of learners with High Incidence learning needs and their accessibility to the general education curriculum. Co-requisite: CI 815.
Assessment Link: Field Experience
Offered: Fall: Must earn a B- or better to pass.
Program Assessment Link: Field Experience

CI 817- Language to Literacy: Meeting Needs of Students with Disabilities (2) Provides content relevant to language development and disorders that impacts educational achievement of students with special education classifications. This includes oral and written communication, emergent literacy and reading. Candidates learn how to apply educational interventions that are effective in meeting the language and literacy needs of students. Specifically, candidates learn

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appropriate instructional strategies for teaching oral language, reading, and written expression. An emphasis on the principles of information processing as they apply to effective instructional procedures is stressed. Prerequisite: CI 749A. Co-requisite: CI 817A.

Offered: Spring

Program Assessment Link: Literacy Case Study

**CI 817A- Internship/Practicum: Language to Literacy** (1) Provides a supervised opportunity for students to evaluate and implement learning experiences, including application of educational interventions that are effective in meeting the language and literacy needs of students. In addition, candidates implement educational interventions that are effective in meeting the language and literacy needs of students as well as implementing appropriate strategies for teaching oral language, reading, and written expression.

Prerequisite: CI 749A. Co-requisite: CI 817.

Offered: Spring: Must earn a B- or better to pass.

Program Assessment Link: Field Experience
EARLY CHILDHOOD UNIFIED
Birth through Third Grade
STANDARDS

Standard 1: Child Development and Learning: Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.

Standard 2: Content Knowledge: Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 3 Application of Content Knowledge: Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families: Candidates prepared in early childhood B – G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.

Standard 5: Planning for Instruction: Candidates prepared in early childhood B – G3 degree programs use their knowledge of pre-academic / academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.

Standard 6: Using Developmentally Effective Strategies: Candidates in early childhood B – G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners’ ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner’s development and learning.

Standard 7: Professional and Ethical Practice: Candidates prepared in early childhood B – G3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed decision-makers that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Standard 8: Leadership and Collaboration: Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners’ families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners’ development and learning.

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**WICHITA STATE UNIVERSITY**  
**PLAN OF STUDY FOR MASTER’S DEGREE IN SPECIAL EDUCATION—ECU (G17X)**  
Non-Degree—ECU (G47Q)

### CORE COURSE SEQUENCE: Fully admitted to program (24 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term(s)</th>
<th>Prerequisite Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 603</td>
<td>Foundations of Early Childhood Unified</td>
<td>2</td>
<td>Fl</td>
<td>Prerequisite to all other courses.</td>
</tr>
<tr>
<td>CI 796</td>
<td>Collaboration/Teaming: Families, Professionals, &amp; Community Members</td>
<td>3</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>CI 614</td>
<td>ECU Assessment &amp; Methods: Infants, Toddlers and Families</td>
<td>3</td>
<td>Sp</td>
<td></td>
</tr>
<tr>
<td>CI 617</td>
<td>ECU Assessment &amp; Methods: Preschool</td>
<td>3</td>
<td>Fl</td>
<td></td>
</tr>
<tr>
<td>CI 703</td>
<td>ECU Assessment &amp; Methods: K-3</td>
<td>3</td>
<td>Sp</td>
<td></td>
</tr>
<tr>
<td>CI 847A</td>
<td>Practicum/Field Experience</td>
<td>10</td>
<td>Any</td>
<td>Enrollment is split so experiences are at the 0-3, PreK and K-3 levels.</td>
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### COURSE REQUIREMENTS DEGREE: Fully admitted to program (3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 851</td>
<td>Special Education Research</td>
<td>2</td>
<td>Fl/Sp</td>
</tr>
</tbody>
</table>

### RESEARCH COMPONENT (7 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term(s)</th>
<th>Requirements Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLES 801 OR CESP 704 OR CI 717</td>
<td>Intro. To Educational Research OR Intro. To Educational Statistics OR Qualitative Inquiry in Education</td>
<td>3</td>
<td>All Fl/Sp Su</td>
<td>Requires CI 851 and CI 858.</td>
</tr>
<tr>
<td>CI 875 OR CI 862</td>
<td>CI 875 Masters Thesis OR CI 862 Evidence-based Inquiry Portfolio Proposal</td>
<td>2</td>
<td>All</td>
<td>Requires CI 851 and CI 858.</td>
</tr>
<tr>
<td>CI 876 OR CI 872</td>
<td>CI 876 Masters Thesis OR CI 863 Evidence-based Inquiry Portfolio</td>
<td>2</td>
<td>All</td>
<td>Requires completion of CI 873 or 875 or 871.</td>
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Total Hours Non-degree = 23 (All Core Course Sequence Courses)  
Total Hours Masters Degree = 33 (All Core Course Sequence Courses, Course Requirements Degree, and Research Component Courses)
Course Descriptions for Early Childhood Unified Program

CI 603 - Foundations of Early Childhood Unified (2) An 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.
Prerequisites: CI 271 and 272.
Offered: Fall
Program Assessment Link: Assessment #7 – Learning Environment Assessment Project (LEAP)

CI 796 - Collaboration/Teaming: Families, Professionals & Community Members (3) Provides students with the dispositions, experiences, knowledge, and skills required of professionals who work in collaboration/teams with families, professionals in educational and developmental settings, and paraprofessionals.
Prerequisites: CI 271 and 272.
Offered: All: Online
Program Assessment Link: Assessment #2 - Family Interview/Service Project

CI 614 - ECU Assessment & Methods: Infants, Toddlers, and Families (3) Provides knowledge, skills, and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development toddlers (birth through age 2) and their families. Includes competencies within both the early childhood and early childhood special education fields.
Prerequisite: CI 603. Co-requisite: CI 614I (undergraduates only).
Offered: Spring
Program Assessment Link: Assessment #4 - Case Quest: Infant-Toddler

CI 617 - ECU Assessment & Methods: Preschool (3) Provides knowledge, skills, and dispositions for teacher candidates regarding development and learning at the preschool level (ages 3–5). Candidates learn to link theory and evidence-based practices to the preparation of the learning environment, the curriculum, and instructional methods that are appropriate for all children. Includes methods of screening and evaluation, adaptations and accommodations, and interventions to meet individual child needs, including those with exceptionalities.
Prerequisite: CI 603. Co-requisite: CI 617P (undergraduates).
Offered: Fall
Program Assessment Link: Assessment #5 – Case Quest: PreK

CI 620 - Assessment & Methods: K–3 (3) Provides knowledge, skills, and dispositions for candidates working with families and young children from kindergarten through grade three. Covers theory, methodology, screening, evaluation, assessment, and instructional practices, including adaptations/modifications/assistive technology of general education curriculum/instruction for young children both with and without delays/diagnosed disabilities.
Prerequisites: CI 603 and at least one of the following: CI 402J, 402S, 402L, or 402M; or hold an elementary teaching license.
Offered: Spring  
Program Assessment Link: Assessment #6 - Integrated/Adapted Lesson Plan: K-3  

CI 847A - Practicum/Field Experience: ECU (1–10) Provides supervised field experiences for candidates to evaluate and implement learning experiences, including curriculum planning, environmental arrangements, instructional delivery, and use of assistive technology that links to increased development in all domains. Experiences are assigned at three levels, infant-toddler, preschool, and K–3.  
Prerequisites: CI 614, 617 and/or 620, and full admission into the special education/early childhood unified program.  
Offered: All semesters  
Program Assessment Link: Assessment #8 – Field Experience Performance Evaluation
LOW INCIDENCE SPECIAL EDUCATION

PreK-12 Certification

The following teaching standards should be used to prepare individuals who wish to work with children and youth who have learning problems and needs in the severe through profound range.

STANDARDS

Standard 1: Professional Learning & Ethical Practice:
The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.

Standard 2: Learner Development and Individual Learning Differences:
The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.

Standard 3: Assessment:
The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.

Standard 4: Curricular Content Knowledge:
The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.

Standard 5: Instructional Planning & Strategies:
The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.

Standard 6: Learning Environments:
The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 7: Collaboration:
The special educator of students with low incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.
# WICHITA STATE UNIVERSITY

## PLAN OF STUDY FOR MASTER’S DEGREE IN SPECIAL EDUCATION—
Low Incidence (G17L)
Endorsement only (G47U)

### CORE COURSE SEQUENCE: Fully admitted to program (28 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Offering</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 719</td>
<td>Foundations of Special Education</td>
<td>1</td>
<td>Fall</td>
<td>Online</td>
<td>Must be taken with CI 720.</td>
</tr>
<tr>
<td>CI 720</td>
<td>Characteristics: High Incidence/Low Incidence</td>
<td>2</td>
<td>Fall</td>
<td>Online</td>
<td>Must be taken with CI 719.</td>
</tr>
<tr>
<td>CI 742</td>
<td>Methods/Assessment: Low Incidence</td>
<td>3</td>
<td>Spring</td>
<td>Online</td>
<td>Requires completion of CI 719 and 720 (C or better)</td>
</tr>
<tr>
<td>CI 749F</td>
<td>Practicum: Low Incidence</td>
<td>3</td>
<td>Summer</td>
<td>Online</td>
<td>Generally summer; requires CI 719, 720, and 742 Requires a B- or better</td>
</tr>
<tr>
<td>CI 820</td>
<td>Adv. Meth.: Low Incidence</td>
<td>2</td>
<td>Fall</td>
<td></td>
<td>Must be taken with CI 8120A.</td>
</tr>
<tr>
<td>CI 820A</td>
<td>Internship: Low Incidence</td>
<td>1</td>
<td>Fall</td>
<td></td>
<td>Must be taken with CI 820. Requires a B- or better</td>
</tr>
<tr>
<td>CI 819</td>
<td>Nonsymbolic and Symbolic Communication</td>
<td>2</td>
<td>Spring</td>
<td></td>
<td>Must be taken with CI 819A.</td>
</tr>
<tr>
<td>CI 819A</td>
<td>Internship: Nonsymbolic/Symbolic Comm.</td>
<td>1</td>
<td>Spring</td>
<td></td>
<td>Must be taken with CI 819. Requires a B- or better</td>
</tr>
<tr>
<td>CI 796</td>
<td>Family &amp; Prof. Collaboration</td>
<td>2</td>
<td>All</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>CI 822</td>
<td>Principles of Nondiscriminatory Assess</td>
<td>2</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 812</td>
<td>Transition Across the Life Span</td>
<td>2</td>
<td>Summer</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>CI 818</td>
<td>Positive Behavior Supports for Students with Exceptionalities</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td>Must be taken with CI 818A.</td>
</tr>
<tr>
<td>CI 818A</td>
<td>Internship: Positive Behavior Support</td>
<td>1</td>
<td>Fall</td>
<td></td>
<td>Must be taken with CI 818. Requires a B- or better</td>
</tr>
<tr>
<td>CI 851</td>
<td>Special Education Research</td>
<td>2</td>
<td>Spring</td>
<td>Online</td>
<td></td>
</tr>
</tbody>
</table>

### RESEARCH COMPONENT (7 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Offering</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLES 801 OR CESP 704 OR CI 717</td>
<td>Intro. To Educational Research OR Intro. To Educational Statistics OR Qualitative Inquiry in Education</td>
<td>3</td>
<td>All</td>
<td>FL/Sp Su</td>
<td>Requires CI 851.</td>
</tr>
<tr>
<td>CI 875 OR CI 862</td>
<td>CI 875 Masters Thesis OR CI 862 Evidence-based Inquiry Portfolio Proposal</td>
<td>2</td>
<td>All</td>
<td></td>
<td>Requires CI 851.</td>
</tr>
<tr>
<td>CI 876 OR CI 863</td>
<td>CI 876 Masters Thesis OR CI 863 Evidence-based Inquiry Portfolio</td>
<td>2</td>
<td>All</td>
<td></td>
<td>Requires completion of CI 862 or 875.</td>
</tr>
</tbody>
</table>

Total Hours Non-degree = 28 (All Core Course Sequence courses)

Total Hours Masters Degree = 36 (All Core Course Sequence courses)

Approved: 12/07/12 - Updated: 3/2016
Course Descriptions for Low Incidence Program

CI 742 - Methods/Assessment: Low Incidence (3) Provides introductory assessment and methods of the learning and behavioral characteristics of individuals with severe and multiple disabilities from preschool through high school; explores implications for a comprehensive service delivery system, and trends in best practices, both current and historical. Required for entry into the Master's in Education—special education (Low Incidence program).
Prerequisites: CI 719, 720.
Offered: Spring: Online
Program Assessment Link: None

CI 749F - Practicum: Low Incidence (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.
Prerequisites: CI 719, 720, 742, and practicum placement approval.
Offered: Summer: Requires a B- or better
Program Assessment Link: Field Experience

CI 819 - Nonsymbolic & Symbolic Communication (2) Develops strategies and techniques for assessing, designing, and delivering instruction in order to meet the unique communication needs of learners with severe and multiple disabilities.
Prerequisite: CI 749F. Co-requisite: CI 819A.
Offered: Spring
Program Assessment Link: None

CI 819A - Internship/Practicum: Communication (1) Provides a supervised opportunity for candidates to evaluate and implement nonverbal and verbal communication strategies for students with Low Incidence learning needs.
Prerequisite: CI 749F. Co-requisite: CI 819.
Offered: Spring: Requires a B- or better
Program Assessment Link: Field Experience

CI 820 - Advanced Methods: Low Incidence (2) Develops strategies and techniques, including assistive technology, related to curriculum, instruction, and planning of the learning environment within the Low Incidence curriculum. Imparts knowledge, skills, and dispositions needed to meet the diverse cognitive, physical, social, and emotional needs of students with severe and multiple disabilities.
Prerequisites: CI 742, 749F. Co-requisite: CI 820A.
Offered: Fall
Program Assessment Link: Action Research Project

CI 820A - Internship/Practicum: Advanced Methods Low Incidence (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.
Prerequisites: CI 742, 749F. Co-requisite: CI 820.
Offered: Fall: Requires a B- or better
Program Assessment Link: Field Experience
GIFTED  
*PreK-12*

The following teaching standards should be used to prepare individuals who wish to work with children and youth with needs for gifted curriculum.

**STANDARDS**

**Standard 1: Learner Development and Individual Learning Differences.**  The gifted education teacher applies understanding of cognitive and affective development and individual differences to provide appropriate learning experiences for learners identified as gifted.

**Standard 2: Learning Environments:** The gifted education teacher creates learning environments that are responsive to the cognitive and affective needs of learners identified as gifted.

**Standard 3: Curricular Content and Instruction Planning:** The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of individuals identified as gifted.

**Standard 4: Assessment:** The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of individuals identified as gifted.

**Standard 5: Professional Learning and Ethical Practice:** The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.

**Standard 6: Communication and Collaboration:** The gifted education teacher communicates and collaborates with stakeholders to address the cognitive and affective needs of individuals identified as gifted in the school, home, and community.
**WICHITA STATE UNIVERSITY**

**PLAN OF STUDY FOR MASTER’S DEGREE IN SPECIAL EDUCATION—Gifted (G17R)**

**Non-Degree—Gifted (G41K)**

**CORE COURSE SEQUENCE: Fully admitted to program (26 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 719</td>
<td>Foundations of Special Education</td>
<td>1</td>
<td>Fall</td>
<td>Must be taken with CI 722.</td>
</tr>
<tr>
<td>CI 722</td>
<td>Characteristics: Gifted</td>
<td>2</td>
<td>Fall</td>
<td>Must be taken with CI 719.</td>
</tr>
<tr>
<td>CI 737</td>
<td>Methods/Assessment: Gifted</td>
<td>3</td>
<td>Spring</td>
<td>Requires completion of CI 719 and 722 (C or better)</td>
</tr>
<tr>
<td>CI 749G</td>
<td>Practicum: Gifted</td>
<td>3</td>
<td>Summer</td>
<td>Generally summer; requires CI 719, 722, and 737 with B- or better</td>
</tr>
<tr>
<td>CI 796</td>
<td>Family &amp; Prof. Collaboration</td>
<td>2</td>
<td>All Online</td>
<td>Fall only. Must be taken with CI 811A.</td>
</tr>
<tr>
<td>CI 814</td>
<td>Adv. Meth.: Gifted</td>
<td>2</td>
<td>Fall</td>
<td>Must be taken with CI 814A.</td>
</tr>
<tr>
<td>CI 814A</td>
<td>Internship: Gifted</td>
<td>1</td>
<td>Fall</td>
<td>Must be taken with CI 814A.</td>
</tr>
<tr>
<td>CI 816</td>
<td>Adv. Methods: Critical and Creative Thought</td>
<td>2</td>
<td>Spring</td>
<td>Must be taken with CI 816. Requires a B- or better to pass.</td>
</tr>
<tr>
<td>CI 816A</td>
<td>Internship: Critical &amp; Creative Thought</td>
<td>1</td>
<td>Spring</td>
<td>Must be taken with CI 816A.</td>
</tr>
<tr>
<td>CI 818</td>
<td>Positive Behavior Supports for Students with Exceptionalities</td>
<td>3</td>
<td>Fall-Online</td>
<td>Must be taken with CI 818A.</td>
</tr>
<tr>
<td>CI 818A</td>
<td>Internship: Positive Behavior Support</td>
<td>1</td>
<td>Fall</td>
<td>Must be taken with CI 818A. Requires a B- or better to pass.</td>
</tr>
<tr>
<td>CI 822</td>
<td>Principles of Nondiscriminatory Assess</td>
<td>2</td>
<td>Spring</td>
<td>Spring only.</td>
</tr>
<tr>
<td>CI 851</td>
<td>Special Education Research</td>
<td>2</td>
<td>Spring-Online</td>
<td></td>
</tr>
</tbody>
</table>

**RESEARCH COMPONENT (7 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLES 801</td>
<td>Intro. To Educational Research</td>
<td>3</td>
<td>All</td>
<td>Requires CI 851</td>
</tr>
<tr>
<td>or</td>
<td>OR Intro. To Educational Statistics</td>
<td></td>
<td>Fl/Sp</td>
<td></td>
</tr>
<tr>
<td>CESP 704</td>
<td>or Qualitative Inquiry in Education</td>
<td></td>
<td>Su</td>
<td></td>
</tr>
<tr>
<td>or CI 717</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 875</td>
<td>Masters Thesis</td>
<td>2</td>
<td>All</td>
<td>Requires CI 851 &amp; CLES 801</td>
</tr>
<tr>
<td>or CI 862</td>
<td>Evidence-based Inquiry Portfolio Proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 876</td>
<td>Masters Thesis</td>
<td>2</td>
<td>All</td>
<td>Requires completion of 875 or 862.</td>
</tr>
<tr>
<td>or CI 863</td>
<td>Evidence-based Inquiry Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours Non-degree = 26 (All Core Course Sequence courses)

Total Hours Masters Degree = 33 (All Core Course Sequence courses, and Research Component Courses)

Approved: 12/07/12 - Updated: 3/2016
Course Descriptions for Gifted Program

**CI 722 - Characteristics: Gifted Learning Needs** (2) Introduces the field of gifted education. Explores theories of intelligence, identification, characteristics and learning needs, special populations, curriculum differentiation, and underachievement. Prerequisites: CI 311, 320, and acceptance into teacher education OR admission into Graduate Studies as a non-degree or degree-seeking student. Co-requisite: CI 719. Offered: Fall
Program Assessment Link: None

**CI 737 - Methods/Assessment: Gifted** (3) Explores a variety of assessment instruments, both teacher-made and standardized, to determine a gifted student's cognitive functioning level and educational needs. Examines strategies and techniques for planning qualitatively differentiated curriculum to meet the academic needs of the gifted learner. Prerequisites: CI 719, 722, or instructor’s consent. Offered: Spring
Program Assessment Link: None

**CI 749G - Practicum: Gifted** (3) Provides prospective special education teachers with participation in an educational setting for children and adolescents with needs for gifted curriculum served in special education programs. Supervision is provided by a fully qualified gifted education teacher and a university faculty member. Emphasis is placed upon research-validated teaching methods for students with gifted curriculum needs. Prerequisites: CI 719, 722, 737, and practicum placement approval. Offered: Summer
Program Assessment Link: Field Experience

**CI 814 - Advanced Methods: Gifted** (2) Develops strategies and techniques, including technology, for planning qualitatively differentiated curriculum to meet the unique academic needs of the gifted learner. Prerequisites: CI 749G. Co-requisite: CI 814A. Offered: Fall
Program Assessment Link: Teacher Work Sample

**CI 814A - Internship/Practicum: Advanced Methods Gifted** (1) Provides a supervised opportunity for students to implement and evaluate differentiated curriculum for gifted learners. Prerequisite: CI 749G. Co-requisite: CI 814. Offered: Fall
Program Assessment Link: Field Experience

**CI 816 - Advanced Methods: Developing Critical and Creative Thought** (2) Develops understanding of cognitive and creative thinking to construct learning experiences that challenge the cognitive and creative potential of gifted learners. Prerequisite: CI 749G. Co-requisite: CI 816A. Offered: Spring

Approved: 12/07/12 - Updated: 3/2016
Program Assessment Link: None

CI 816A. Internship: Developing Critical and Creative Thought (1) Provides a supervised opportunity for students to implement and evaluate curricula that challenges the cognitive and creative potential of gifted learners.
Prerequisite: CI 749G. Co-requisite: CI 816
Offered: Spring
Program Assessment Link: Field Experience
Research/Capstone Projects

The Master’s in Special Education program includes a required research-based project. Three choices are offered for candidates in the program including (a) thesis, or (b) an evidence-based inquiry portfolio. This section provides descriptions for each of the culminating research projects required for the Master’s degree program.

Thesis

CI 875 Master’s Thesis (1 or 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: CI 804 or CI 858, or CI 860.

CI 876 Master’s Thesis (1 or 2) Students complete and orally defend their thesis. Students work closely with their adviser 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: CI 875 or instructor’s consent.

Evidence-based Portfolio

CI 862: Evidence-based Inquiry Portfolio Proposal (1 or 2). Special education degree candidates develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written in APA style for the investigation of research and other evidence-based practices that link to the validation of specific curricula, instruction, intervention, strategies, methods, or other important knowledge bases that improve practices within the field of special education or related fields. Prerequisite(s): CI 851, and one of the following: CLES 801, CESP 704, or CI 717.

CI 863: Evidence-based Inquiry Portfolio Presentation (1 or 2). Candidates in the degree program present/defend a research-based inquiry project that promotes knowledge and skills of being an evidence-based practitioner. A formal paper is written in APA style and a presentation is prepared and delivered to a pre-identified audience describing the results of an investigation of research and other evidence-based practices that link to the validation of specific curricula, instructional and/or intervention strategies, or other important knowledge bases linked to the field of education, special education or related field. The second part of a required capstone project of the master’s degree in special education. Prerequisite: CI 863
TO: WSU Special Ed. Program Students

FROM: Stacie Ogborn, Licensure Officer (stacie.ogborn@wichita.edu, 316.978.6949)

RE: Special Ed. Endorsement and Licensure Information

I hope you will find this information helpful as you navigate the licensure process during and following your graduate program of study in Special Education. If you still have questions, please don’t hesitate to email me.

**One important note to remember:** The licensure application process is initiated by YOU. Your license is never automatically issued, and you will need to be diligent about deadlines so your SpEd endorsement doesn’t expire.

**Waiver vs. Provisional Endorsement:**

1. Waiver is good for up to three years. Communicate with district re: waiver requirements.
2. District wants teachers off waiver and applying for first Provisional endorsement as soon as possible, which is after completing the first 9 hours of program (Foundations/Characteristics, Methods, and Practicum).
3. After completing these 9 hours, apply for first Provisional endorsement, using KSDE online Form 4 (see [https://apps.ksde.org/AuthenticationPublic/](https://apps.ksde.org/AuthenticationPublic/)). First time using KSDE’s online application system, create an account with Username and Password.
4. Application will go to district first for employment/placement verification. If working in a small district or co-op, please let someone in HR know the application is coming. When district verifies, application will come to me for recommendation.
5. I check plan of study to verify adequate progress. Watch for email communication from me to know when application is approved and when application fee needs to be paid. **NOTE:** KSDE will not process your application until application fee is paid.
6. First Provisional endorsement is good for two years and can be renewed for additional two years when 50% of remaining program requirements is completed. To renew Provisional, just submit another Form 4 online.
7. Check the KSDE Teacher License Lookup page at [https://svapp15586.ksde.org/TLL/SearchLicense.aspx](https://svapp15586.ksde.org/TLL/SearchLicense.aspx) approx. 4-6 weeks after submission and print license when it has been issued.

**Permanent Endorsement:**

1. Upon completion of Master’s program or endorsement-only plan of study and after passing
PRAXIS exam, SpEd endorsement can be permanently added to teaching license.

2. Go to http://www.ets.org/praxis/ks/requirements to verify correct PRAXIS testing requirements for Kansas. Test scores automatically go to KSDE, but please select the WSU college code (R6884), so scores come to WSU. If score recipient is omitted, application process could be delayed.

3. After completing program and passing PRAXIS, complete KSDE online Form 1 to “Add Endorsement.” This application will come to WSU, where plan of study will be verified. Watch for email communication from me to know when application is approved and when application fee needs to be paid.

4. Check the KSDE Teacher License Lookup page at https://svapp15586.ksde.org/TLL/SearchLicense.aspx approx. 4-6 weeks after submission and print license when it has been issued.

Good luck! Let me know if there is anything I can do to help!

Stacie

Licensure Assessments:
Both the state of Kansas and national accreditation requires that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive satisfactory ratings on certain required assessments. Many of those assessments are embedded within program’s coursework.

Students failing to attain a satisfactory rating on a required assessment may be provided special assistance. The university is not able, however, to recommend individuals for licensure who fail to attain a satisfactory rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.
COLLEGE OF EDUCATION

Role and Mission
Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU’s role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission “to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.”

University Scope
WSU’s approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than $40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

College Scope and Mission
Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master’s degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the “power of education to change the world. The Mission of the College of Education is to “prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines.”

Conceptual Framework
The Professional Education Unit’s Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

Vision and Core Values
The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of “Highly Competent, Collaborative, and Reflective Professionals.” To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).
Unit Vision Linked to Guiding Principles
The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

The Unit Vision/Guiding Principles Graphic
The unit’s philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the “core” vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

Guiding Principles:
Professionalism and Reflection on the Vocation
Human Development and Respect for Diversity
The Connection of Teaching and Assessment
Technology Integration
Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards
Collaboration with Stakeholders

Guiding Principles Defined
The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit’s vision. The Guiding Principles include proficiencies and dispositions.

1) **Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice.* Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

2) **Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to “fairness” in all aspects of their work and the expectation that all students/clients can learn.* Candidates consider family, community, and school in advocating for students and clients* and have knowledge of relevant historical, philosophical, social and cultural factors.

Approved: 12/07/12 - Updated: 3/2016
(3) **The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners.*

(4) **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.*

(5) **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice.*

(6) **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients.*

*Underlined portions designate dispositions*
COUNCIL FOR EXCEPTIONAL CHILDREN
Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

Approved, January 2010