



College of Education

***SPECIAL EDUCATION COURSES
(SPECED, SPECFLD)***

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research, projects and a leadership role. In addition, enrollment in Special Education courses requires admission to professional education with the exception of SPECED-700 level courses.

SPECED-520

Introduction To The Education Of Young 3 cr

Children With Exceptional Educational Needs

Designed for persons interested in the education of infants/toddlers and preschoolers.

Causes of disabling conditions are reviewed and early intervention programs studied.

Parent training and family involvement rationale and techniques are also examined.

Prereq: SPECED-205 or SPECED-721 and restricted to students with Professional Ed admission.

SPECED-536

Managing The Classroom Behavioral Problems Of Exceptional Children 3 cr

Introduction to models, methods, and materials for effectively managing behavior problems of learners with disabilities. Development of skills to: manage classroom behaviors that are counter productive to learning, facilitate positive interpersonal behaviors and structure the instructional environment to produce desirable consequences.

Prereq: SPECED-205 or SPECED-721 and restricted to students with Professional Ed admission.

SPECED-555**Introduction To Emotional/Behavioral Disorders 3 cr**

A basic survey of behavioral and emotional disorders in children. Specific techniques and approaches in handling these problems in a classroom, the psychological role of the teacher and aspects of working with parents of disturbed children are discussed.

Prereq: SPECED-205 or SPECED-721 or consent of instructor and restricted to students with Professional Ed admission.

SPECED-556**Introduction To Cognitive Disabilities 3 cr**

An introductory course which provides current and historical perspectives of the field of mental retardation (cognitive disabilities). Emphasis is placed on the educational, social, psychological, vocational and medical aspects of the problem.

Prereq: 3 special education credits or consent of instructor.

SPECED-564**Introduction To Learning Disabilities 3 cr**

Provides the basic theoretical and practical approaches to the identification and treatment of learning and language disorders. Identifies the major theoretical and conceptual approaches as well as the current issues in the field of learning disabilities.

Prereq: SPECED-205 or SPECED-721 or consent of instructor and Restricted to Students with Professional Ed admission.

SPECED-576**Medical Aspects Of Disability 3 cr**

Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance needs are addressed.

Prereq: 6 credits of special education or consent of instructor and Restricted to Students with Professional Ed admission.

SPECED-606**Career/Vocational Programming For 3 cr**

Exceptional Educational Needs

Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

Prereq: SPECED-205 or SPECED-721 and (SPECED-355/555 or SPECED-356/556 or SPECED-364/564) and restricted to students with Professional Ed admission.

SPECED-607**Foundation of Autism Spectrum Disorder For 3 cr**

The purpose of this course is to provide an in-depth graduate level introduction to the foundation of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.

Prerequisites: SPECED 205 or permission from the instructor

SPECED-608**Methods for Teaching Children with Autism Spectrum Disorders for 3 Cr**

This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children's needs. Methods of instructional will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.

Prerequisites: SPECED 205 and SPECED 407/607 or permission from the instructor

SPECED-609**Nonviolent Crisis Intervention for 3 Cr**

This Course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exams will receive a one-year certificate in non-violent crisis intervention. Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. Student registering for this course that are non currently licensed teachers or enrolled in a teacher education program must complete an admission to Professional Education for Non-Licensure form to enroll in this course.

SPECED-622**Curriculum Methods And Administrating - 3 cr**

EC:EEN Programs

Exploration of early intervention services for young children with special needs, best practices for programming for 3-6 year olds with emphasis on curriculum and program implementation across developmental domains, methods of intervention for the whole child, and administering a multi-disciplinary program. Identification of management responsibilities to include coordination of staff and services, transition practices, and program accountability. Students are required to participate in supervised fieldwork activities.

Prereq: SPECED-320/520 and restricted to students with Professional Ed admission.

SPECED-623**Working With Infants/Toddlers With 3 cr**

Special Needs And With Their Families

For students who are interested in providing services to infants and toddlers with special needs. Course content will examine legislative basis of services to the birth to 3 population, screening and assessment procedures, eligibility criteria for service delivery, and interagency and team collaboration styles. Students also learn methods of curriculum design and implementation, evaluation of materials and resources and program delivery systems.

Prereq: SPECED-320/520 and restricted to students with Professional Ed admission.

SPECED-624

Family Focused Intervention 3 cr

Identification of skills and techniques needed to work with families of children with special needs in infant/ toddler and preschool programs are addressed. Family dynamics are analyzed with attention given to various stages parents experience in relationship to their child and overall family situation. Specific attention is given to communicating with families, conducting family needs assessments, and working with and advocating for parents with special needs. Opportunities to advocate for and work directly with infants, parents and families are provided.

Prereq: SPECED-320/520 and SPECED-423/623 or taken concurrently and restricted to students with Professional Ed admission.

SPECED-625

Introduction To Gifted Education 3 cr

A survey of the definitions and measures of creativity and intellectual pursuits, extraordinary products, and an examination of the genetic, environmental and social factors that develop and maintain gifted humans.

Prereq: Restricted to students with Professional Ed admission.

SPECED-626

Introduction To Individual Diagnostic 3 cr

Assessment Of Exceptional Educational Needs

A core course providing an overview of educational assessment and diagnosis of those with disabilities. Emphasis is placed upon testing for IEP development, the teaching and implications of the educational evaluation for multi-disciplinary team decision making.

Prereq: SPECED-205 or SPECED-721, SPECFLD-210E or SPECFLD-210F and restricted to students with Professional Ed admission.

SPECED-657

Elementary Curriculum Methods Cognitive Disabilities - Academic 3 cr

Designed to provide the prospective teacher of elementary age students with mild or moderate mental retardation (cognitive disability) with the basic knowledge concerning the educational characteristics of these students, general teaching strategies, organization of classroom/schedule, inclusive practices, and curricular methods and materials.

Prereq: SPECED-356/556 or consent of instructor and restricted to students with Professional Ed admission.

SPECED-658**Collaboration For Effective Instruction 3 cr**

This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

Prereq: SPECED-205 and restricted to students with Professional Education admission.

SPECED-659**Secondary Curriculum Methods Cognitive Disabilities - Academic 3 cr**

A course designed for professionals working with the adolescent student with mild/moderate mental retardation (cognitive disability). Emphasis is on organization, curriculum, methods, work adjustment, transitions, and vocational approaches appropriate for a high school special education class and work-study program.

Prereq: SPECED-356/556 or consent of instructor and restricted to students with Professional Ed admission.

SPECED-660**Education Of Students With Severe Emotional/Behavioral Disorders 3 cr**

An examination of techniques associated with working with individuals diagnosed with psychotic conditions and other severe disturbances. Consideration is given to teaching techniques, curriculum and materials in a variety of school and residential settings.

Prereq: SPECED-355/555 or consent of instructor.

SPECED-661**Educational Diagnosis And Assessment Of EC:EEN 3 cr**

Focuses on the specialized assessment practices for young children with disabilities and those with severe disabilities. Content includes development of skills to administer diagnostic-prescriptive instruments and how to use assessment information in developing Individual Education Plans (IEPs), and how to present evaluative data to a multi-disciplinary team.

Prereq: SPECED-320/520 and SPECED-426/626 and restricted to students with Professional Ed admission.

SPECED-662**Educational Diagnosis And Assessment In 3 cr**

LD, E/BD, CD

A course to develop advanced diagnostic skills for elementary through secondary students with mild/moderate disabilities (LD, ED, CD). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed

and current issues and trends are discussed.

Prereq: SPECED-426/626 and restricted to students with Professional Ed admission.

SPECED-665

Curriculum/Methods Cognitive Disabilities - Functional 3 cr

For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.

Prereq: SPECED-356/556 or consent of instructor and restricted to students with Professional Ed admission.

Coreq: SPECED-476/676 (CD emphasis only)

SPECED-666

Working With Parents Of Exceptional Children And Community Agencies 3 cr

Provides insight into the adjustment problems of individuals with disabilities in the home and school environments. Particular emphasis upon consultation and supportive skills to aid the person and their parents in dealing with school or agency personnel and programs.

Prereq: SPECED-205 or SPECED-721 or consent of instructor and restricted to students with Professional Ed admission.

SPECED-671

Curriculum And Methods In Emotional/Behavioral Disorders (E/BD) - Elementary 3 cr

Designed to prepare educators to teach children with emotional disturbances enrolled in elementary schools. Theoretical approaches and management strategies specific to the needs of these children is presented and curriculum and programming pertinent to this disability is emphasized.

Prereq: SPECED-355/555, SPECED-336/536 and SPECED-426/626 and restricted to students with Professional Ed admission.

SPECED-672

Curriculum And Methods In Emotional/Behavioral Disorders (E/BD) – Secondary 3 cr

Designed to prepare educators to teach adolescents with emotional disturbances enrolled in secondary schools. Theoretical approaches, management strategies and curriculum that promotes social/emotional/behavioral development and management is emphasized.

Prereq: SPECED-355/555, SPECED-336/536, and SPECED-426/626 or consent of instructor and restricted to students with Professional Ed admission.

SPECED-676

Curriculum, Methods And Materials For Those With Multiple Disabilities 3 cr

For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor,

medical, cognitive, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities. Emphasis is on functional skills.

Prereq: SPECED-376/576 or consent of instructor and restricted to students with Professional Ed admission.

Coreq: SPECED-465/665 (CD emphasis only).

SPECED-678

Curriculum And Methods In Learning Disabilities - Elementary 3 cr

Designed to prepare educators to teach elementary level learning disabled children.

Remediation strategies, programs, and techniques appropriate to this level will be reviewed and demonstrated. Emphasis is on programming based upon an educational diagnosis.

Prereq: SPECED-426/626 and SPECED-355/555 or SPECED-364/564 and restricted to students with Professional Ed admission.

SPECED-679

Curriculum And Methods In Learning Disabilities - Secondary 3 cr

Designed to prepare educators to teach secondary level learning disabled students.

Theoretical models and intervention strategies designed to promote basic skills acquisition and generalization of basic skills needed to perform in secondary level content area programs is reviewed and demonstrated. Comprehensive educational planning for secondary LD students based on diagnostic findings and adult life roles is emphasized.

Prereq: SPECED-426/626 and SPECED-364/564 or SPECED-355/555 and restricted to students with Professional Ed admission.

SPECED-681

Remediation Of Written Language Disorders 2 cr

The course examines writing instruction for individuals with disabilities using a language interaction approach to teaching and learning. Assessment and intervention based on the conceptual and linguistic skills of the student in relationship to the conceptual and linguistic demands of specific writing tasks is presented.

Prereq: SPECED-426/626 and COMDIS-355/555 or consent of instructor and restricted to students with Professional Ed admission.

SPECED-689 (CIGENRL-689)

Employment Strategies 1 cr

Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher licensure practices, interviewing techniques and teaching contracts. Reviews opportunities for professional

Unreq: CIGENRL-489/689.

SPECED-690
Workshop 1-10 cr

SPECED-691
Travel Study 1-3 cr

SPECED-694
Seminar 1-3 cr

SPECED-696
Special Studies 1-4 cr
Prereq: Consent of instructor.

SPECED-700
Theoretical Foundations of Contemporary Practices in Special Education 3 cr
The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

SPECED-701
Advanced Methodology and Practices in Special Education 3 cr
This course provides the certified special educator with an advanced curriculum and instruction knowledge base in the field. Emphasis will be placed upon research-based practices designed to enhance instruction. Students will explore methodology specific to their area of practice. Knowledge and skills necessary for application as a Nationally Board Certified Special Educator will also be presented.

SPECED-702 (CIGENRL-702)
Reflective Practice And Action Research 3 cr
The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.
Prereq: Graduate standing.

SPECED-703
Promoting Reform through Collaborative Leadership 3 cr
This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and

across professions impacting Special Education.
Prereq: SPECED-700 and SPECED-701.

SPECED-704

Applied Field Action Research in Special Education 3 cr

Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility or qualification for NBPTS certification.

Prereq: SPECED-700, SPECED-701, SPECFLD-702, EDFOUND-740 or permission of instructor.

SPECED-705

Professional Portfolio Development in Special Education 3 cr

This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios—a Professional Development Portfolio, a Showcase Portfolio, or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A Showcase Portfolio will assist teachers who wish to move into another professional position. The National Board Portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their work according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.

Prereq: Students seeking the MSE in Special Education, will be expected to have completed the general core, the specialty core, and the professional development core classes. Others may be admitted with the consent of the instructor.

SPECED-706

Vocational Assessment Of Students With Special Needs 3 cr

This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

Prereq: SPECED-406/606.

SPECED-730

Implementing Intervention For Infants And Toddlers With Special Needs 3 cr

Identification of current best practice as defined in the literature and application of the skills and techniques needed for implementing intervention services with infants and

toddlers with special needs is the emphasis of this course. Rules and regulations that govern birth to three services, funding resources, child identification and assessment practices, eligibility criteria, curricula, educational methods, and materials for the birth to three population is presented and analyzed. Identification of community resources to facilitate comprehensive services, networking skills for interagency coordination, and the dynamics of parent/professional partnerships is examined and practiced. The uses of technology as a tool for record keeping, service delivery, accessing information, and sustaining life is also emphasized.

Prereq: SPECED-423/623 and SPECED-424/624.

SPECED-740

Professional Skills Development In EC:EEN 3 cr

Communication techniques for effective teaming in infant intervention programs is presented and strategies for supervision and collaboration are developed. Seminar periods focus on mental health issues as they pertain to an individual's professional growth and development. The course provides students with simulated and practical experiences in providing leadership in staff and program development and training with parents.

Prereq: SPECED-422/622, SPECED-423/623, SPECED-424/624 and SPECFLD-789G or consent of instructor.

SPECED-781

School-to-Work Transitional Programming 3 cr

This course is designed to promote educational reform through the area of work with individuals with exceptional educational needs. Repeatable.

Prereq: Consent of instructor.

SPECED-784

Inservice Seminar 1-3 cr

SPECED-790

Workshop 1-6 cr

SPECED-794

Seminar 1-3 cr

SPECED-796

Special Studies 1-3 cr

SPECED-798

Individual Studies 1-3 cr

SPECED-799

Thesis Research 1-6 cr

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Prereq: Consent of instructor.

SPECFLD-725

Fieldwork With Exceptional Children 1-3 cr

Field experiences in public or private community programs/agencies serving the exceptional educational needs population. Repeatable to maximum of 6 credits.

Prereq: Consent of instructor.

SPECFLD-789A

Practicum: Cognitive Disabilities - 1-6 cr

Elementary

SPECFLD-789B

Practicum: Cognitive Disabilities - 1-6 cr

Secondary

SPECFLD-789C

Practicum: Emotional Disturbance - 1-6 cr

Elementary

SPECFLD-789D

Practicum: Emotional/Behavioral Disorders-Secondary 1-6 cr

SPECFLD-789E

Practicum: Learning Disabilities - Elementary 1-6 cr

SPECFLD-789F

Practicum: Learning Disabilities - Secondary 1-6 cr

SPECFLD-789G

Practicum: Early Childhood - 1-6 cr

Exceptional Educational Needs

SPECFLD-793

Practicum 1-6 cr

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements.