1. All students entering the pre-professional education pre-block courses, including undergraduates, transfer students, and baccalaureate degree holding students, must meet the following criteria:
   (a) Passing scores on at least two subtests of the Pre-Professional Skills Test PPST;
   (b) A 2.75 grade point average on a minimum of 12 credits.
2. Students seeking teacher licensure must be admitted to Professional Education in order to enroll in selected upper divisions courses (300-400) in Education. For information pertaining to admission to Professional Education, check at Winther Hall Information Desk.
3. The Wisconsin Department of Public Instruction licensure code requires all new graduates in Early Childhood and Elementary Education to complete the Environmental Education requirement. Either Biology 214, Ecology and Society, or Geography 252, Human Environmental Problems, will partially satisfy the requirement. Students should check with their advisers about the requirement.

**PROFESSIONAL EDUCATION ADMISSION**

For courses Restricted to Professional Education Admission: Practicing Teachers must have a copy of their teaching certificate and the application to Professional Education for Licensed Teachers on file with the College of Education (send to Winther Hall 2033, UW-W, Whitewater, WI 53190) prior to registering. Teachers seeking their first license must be admitted to Professional Education at UW-W. This is in addition to being admitted to, and enrolled in, a graduate program.

### INTERDEPARTMENTAL

#### EDUINDP 216 REFLECTIVE SEMINAR: PHASE 2 PORTFOLIO...
The course is intended to ensure that the well-prepared teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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#### EDUINDP 322 WORKING WITH INFANTS, TODDLERS AND THEIR FAMILIES...
This course examines relevant theories and pertinent research pertaining to care of infants and toddlers within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting parents, and team collaboration styles. The relationship between best practices for care of infants and toddlers in community care and policies which support them is considered as well. Students will design and evaluate curriculum activities appropriate for all children, from birth to three years of age. Prereq: Successful completion of all prior Early Childhood Education classes.

**PREREQ:** ADMISSION TO PROFESSIONAL ED AND EARLY CHILDHOOD EDUCATION PROGRAM

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#### EDUINDP 331 DIRECTED TEACHING A: INFANTS AND TODDLERS...
This course provides the student with the opportunity to fully develop practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in both a county Birth-to-Three Program and a community infant/toddler childcare program. High quality inclusive programs are selected (when possible). Students are provided supervision by a Cooperating Teacher, and a University Supervisor. Students will plan and implement instruction for individuals and groups of children, adapt instruction for children with disabilities, conduct assessments, evaluate student performance, collaborate with parents and professionals. Prereq: Successful completion of all prior Early Childhood Education classes.

**PREREQ:** ADMISSION TO PROFESSIONAL ED AND EARLY CHILDHOOD EDUCATION PROGRAM

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**EDUINDP 323** REFLECTIVE SEMINAR: LITERACY INFANT TODDLER ... This course provides teachers-to-be with opportunities to reflect upon their course work and classroom experiences, discuss and share educational ideas, monitor professional growth, formulate personal goals and objectives, collaborate with peers, and design new strategies and methods for working with children, parents, and other professionals. Written and oral reflection and other means of creative expression will be practiced with respect to both the current courses and field work experiences. Prereq: Successful completion of all prior Early Childhood Education classes.

**PREREQ:** ADMISSION TO PROFESSIONAL ED AND EARLY CHILDHOOD EDUCATION PROGRAM

#1776  Section 01  [units: 1] NOTE: This is an entirely web based course. An additional $50 per credit fee will be added to the registrant's Dept. Consent bill.

05/28-08/16  Arranged  Arranged  WEB BASED  Kristal Kagy

**EDUINDP 410** CREATING PROFESSIONAL DEVELOPMENT PLANS ... This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community. Prereq: Employed in public/private educational setting; professional educator status.

#1787  Section 01  [units: 1]

07/31  W  09:00 AM - 03:00 PM  WH2005  Marie Benson
08/01  R  09:00 AM - 12:00 PM  WH2005  Marie Benson

**EDUINDP 411** IMPLEMENTATION OF THE PROFESSIONAL DEVELOPMENT PLAN ... This campus based and on-line (50%) institute builds on prior learning from the previous summer institute in that this stage of PDP development and implementation requires the learner and the community to reflect on progress, look at the annual review of the PDP and make necessary revisions. They will analyze current data sources based on their assessment plans that were collected throughout the process. This institute will deepen content knowledge related to participant goals by including content and pedagogical specialists to increase the learner’s knowledge, skills, and dispositions related to the standards addressed in their PDPs.

#1788  Section 01  [units: 1]

08/08  R  09:00 AM - 03:00 PM  WH2005  Marie Benson

**EDUINDP 412** VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN ... This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator’s Professional Development Plan.

#1789  Section 01  [units: 1]

08/05  M  09:00 AM - 03:00 PM  WH2013  Marie Benson
08/06  T  09:00 AM - 12:00 PM  WH2013  Marie Benson

**EDUINDP 441** DIRECTED TEACHING B: PRESCHOOL (3-4) ... This course provides the student with the opportunity to fully develop their practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in high quality inclusive preschool programs (when possible) and provided supervision by a Cooperating Teacher and a University Supervisor. Students will plan and implement instruction for individuals and groups of children, adapt instruction for children with disabilities, conduct assessments, evaluate student performance and collaborate with parents and professionals. Prereq: Successful completion of all prior Early Childhood Education classes.

**PREREQ:** ADMISSION TO PROFESSIONAL ED AND EARLY CHILDHOOD EDUCATION PROGRAM

#1855  Section 01  [units: 3]

05/28-08/16  Arranged  Arranged  Carmen J Rivers

#1861  Section 02  [units: 3]

05/28-07/05  Arranged  Arranged  Kristal Kagy  ECE4U
05/28-07/05  Arranged  Arranged  Ann Riall  ECE4U

**EDUINDP 443B** FIELD STUDY: SPECIAL EDUCATION (3 THROUGH 8) ... Being involved in an early childhood classroom enables students to apply theoretical understandings regarding positive discipline approaches for young children and the adaptation of both curriculum and the environment to meet individual needs and abilities. Students will practice written and oral reflection. It is expected that reflective thinking will assist the student in accommodating their beliefs and knowledge of theory to classroom realities. A concurrent seminar will allow students to pose classroom practice problems, negotiate solutions, and share insights while being exposed to multiple viewpoints. Prereq: Successful completion of all prior Early Childhood Education classes.

**PREREQ:** ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN EARLY CHILDHOOD EDUCATION (DUAL LICENSURE) MAJOR OR ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN SPECIAL EDUCATION MINOR

#1865  Section 01  [units: 1]

05/28-08/16  Arranged  Arranged  OFF CAMPUS  Simone J DeVore
EDUINDP 453 LEADERSHIP IN EARLY CHILDHOOD EDUCATION ... This two credit on-line workshop will examine leadership from three perspectives; the leader within me, leaders in the field and leadership as service. While exploring "the leader within me", participants will explore the characteristics of and types of leaders in an effort to define their personal leadership style. "Leaders in the field" will be dedicated to exploring the early childhood classroom and the field, and finding ways to advocate for children through assuming leadership roles. And finally, participants will observe and consider the ways leaders serve the greater society through service.

PREREQ: ADMISSION TO EARLY CHILDHOOD PROGRAM

#1774 Section 01 [units: 2] NOTE: PREREQ: ADMISSION TO ECE4U Instructor Consent

$100 distance fee in addition to tuition. Students must be admitted to the ECE4U online cohort program; contact Kristal Kagy kagyk@uww.edu

08/10 S 09:00 AM - 11:30 AM WH1002B Diana Lynn Lalor-Freye ECE4U
08/10 S 09:00 AM - 11:30 AM WH1002B Kristal Kagy ECE4U
07/29-08/16 Arranged Arranged WEB BASED Diana Lynn Lalor-Freye ECE4U
07/29-08/16 Arranged Arranged WEB BASED Kristal Kagy ECE4U
07/27 S 09:00 AM - 11:30 AM WH1002B Diana Lynn Lalor-Freye ECE4U
07/27 S 09:00 AM - 11:30 AM WH1002B Kristal Kagy ECE4U

EDUINDP 490 WORKSHOP ... Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

#1827 Section 01 [units: 1]

06/17-06/18 MT 09:00 AM - 03:00 PM WH1012 Dona Yahola CONTEMPORARY INDIAN ISSUES
06/17-06/18 MT 09:00 AM - 03:00 PM WH1012 Carrie P Lencho CONTEMPORARY INDIAN ISSUES

#1828 Section 02 [units: 1]

07/16-07/17 TW 09:00 AM - 03:00 PM WH1012 Dona Yahola CONTEMPORARY INDIAN ISSUES
07/16-07/17 TW 09:00 AM - 03:00 PM WH1012 Carrie P Lencho CONTEMPORARY INDIAN ISSUES

#1894 Section 03 [units: 1] NOTE: This course meets June 26 and 27, 8:00am-5:00pm, off campus at the Wehr Nature Center in Franklin.

06/26-06/27 WR 08:00 AM - 05:00 PM OFF CAMPUS Carrie P Lencho ENVIRONMENTAL EDUCATION

EDUINDP 498 INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable.

#1909 Section 01 [units: 3] Dept. Consent

05/28-08/16 Arranged Arranged Craig G Wucivic

*** GRADUATE LEVEL COURSES ***

EDUINDP 610 CREATING PROFESSIONAL DEVELOPMENT PLANS ... This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community. Prereq: Employed in public/private educational setting; professional educator status.

#1790 Section 01 [units: 1]

07/31 W 09:00 AM - 03:00 PM WH2005 Marie Benson
08/01 R 09:00 AM - 12:00 PM WH2005 Marie Benson

EDUINDP 611 IMPLEMENTATION OF THE PROFESSIONAL DEVELOPMENT PLAN ... This campus based and on-line (50%) institute builds on prior learning from the previous summer institute in that this stage of PDP development and implementation requires the learner and the community to reflect on progress, look at the annual review of the PDP and make necessary revisions. They will analyze current data sources based on their assessment plans that were collected throughout the process. This institute will deepen content knowledge related to participant goals by including content and pedagogical specialists to increase the learner's knowledge, skills, and dispositions related to the standards addressed in their PDPs.

#1791 Section 01 [units: 1]

08/08 R 09:00 AM - 03:00 PM WH2005 Marie Benson

EDUINDP 612 VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN ... This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator's Professional Development Plan.

#1792 Section 01 [units: 1]

07/05 M 09:00 AM - 03:00 PM WH2013 Marie Benson
08/06 T 09:00 AM - 12:00 PM WH2013 Marie Benson

EDUINDP 690 WORKSHOP ... Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

#1829 Section 01 [units: 1]

06/17-06/18 MT 09:00 AM - 03:00 PM WH1012 Dona Yahola CONTEMPORARY INDIAN ISSUES
06/17-06/18 MT 09:00 AM - 03:00 PM WH1012 Carrie P Lencho CONTEMPORARY INDIAN ISSUES

#1830 Section 02 [units: 1]

07/16-07/17 TW 09:00 AM - 03:00 PM WH1012 Dona Yahola CONTEMPORARY INDIAN ISSUES
07/16-07/17 TW 09:00 AM - 03:00 PM WH1012 Carrie P Lencho CONTEMPORARY INDIAN ISSUES
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<th>Start/End Dates</th>
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<th>Instructor</th>
<th>Course Topic (if applicable)</th>
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<tr>
<td>EDUINDP 724 PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE ... The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project. <strong>PREREQ: EDFOUND/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 726</strong> #1769 Section 01 (units: 2) NOTE: This section is for students enrolled in the regular MSEPD Program, NOT the on-line MSEPD cohort. This is an online course. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line (web-based) courses. 05/28-08/16 Arranged Arranged WEB BASED Liesl M Hohenshell P/F Grading Basis Only</td>
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<td>EDUINDP 726 CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE ... The purpose of this course is to advise and provide feedback to students developing their Capstone proposals and the first three chapters of their Capstone projects. <strong>PREREQ: EDFOUND/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 724</strong> #1770 Section 01 (units: 1) 05/28-08/16 Arranged Arranged Richard W Mason P/F Grading Basis Only #1941 Section 02 (units: 1) 05/28-08/16 Arranged Arranged Virginia H Pease P/F Grading Basis Only #1942 Section 03 (units: 1) 05/28-08/16 Arranged Arranged Wallace James Sherlock P/F Grading Basis Only</td>
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<td>EDUINDP 727 CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS ... The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project. <strong>PREREQ: EDFOUND/CIGENRL 723, EDFOUND 780, EDUINDP 724, EDUINDP 726</strong> #1771 Section 01 (units: 1) 05/28-08/16 Arranged Arranged Richard W Mason P/F Grading Basis Only</td>
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<td>EDUINDP 789 CAPSTONE PROJECT SEMINAR ... The purpose of this seminar is to provide the master’s student with faculty and peer support as the student grounds, implements, refines, assesses and reports his or her capstone project. The capstone project is a self-selected and defined project completed with advisor assistance, that makes a connection between the graduate study and the student’s professional life as an educator. The course will be graded on a Satisfactory/No Credit grading scale. Approval of program coordinator and advisor is required. <strong>#1772 Section 01 (units: 2-3) Dept. Consent</strong> 06/17-07/26 W 05:00 PM - 07:00 PM WH3010 Pamela Rae Clinkenbeard P/F Grading Basis Only</td>
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