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.

### SPECIAL EDUCATION

#### SPECED 205 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

A survey course designed to familiarize students with the psychological, physiological and educational problems which confront persons who are cognitively disabled, gifted, emotionally disturbed, speech impaired, auditorily impaired, visually impaired, orthopedically and neurologically impaired.

<table>
<thead>
<tr>
<th>Class#</th>
<th>Section</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1345</td>
<td>Section 01</td>
<td>3</td>
<td>SPECED 325 AND ADMISSION TO PROFESSIONAL EDUCATION</td>
<td>The characteristics of cognitive disabilities, emotional/behavioral disabilities, and learning disabilities. The purpose of the course is to provide an overview of the theoretical and historical issues related to the three most common disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implications for practice will be covered.</td>
</tr>
<tr>
<td>05/28-06/14</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Lana L Collet-Klingenberg</td>
<td><strong>NOTE</strong>: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.</td>
</tr>
<tr>
<td>#1366</td>
<td>Section 02</td>
<td>3</td>
<td>SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MAJOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION</td>
<td>The purpose of the course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.</td>
</tr>
<tr>
<td>07/29-08/16</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Brooke N Winchell</td>
<td><strong>NOTE</strong>: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.</td>
</tr>
</tbody>
</table>

#### SPECED 325 CHARACTERISTICS OF CD/EBD/LD

This course addresses the characteristics of cognitive disabilities, emotional/behavioral disabilities, and learning disabilities. The purpose of the course is to provide an overview of the theoretical and historical issues related to the three most common disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implications for practice will be covered.

<table>
<thead>
<tr>
<th>Class#</th>
<th>Section</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1367</td>
<td>Section 01</td>
<td>3</td>
<td>SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION</td>
<td>The purpose of the course is to provide an overview of the theoretical and historical issues related to the three most common disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implications for practice will be covered.</td>
</tr>
<tr>
<td>06/17-07/26</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Ozalle M Toms</td>
<td><strong>NOTE</strong>: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.</td>
</tr>
</tbody>
</table>

#### SPECED 360 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOMS

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

<table>
<thead>
<tr>
<th>Class#</th>
<th>Section</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1364</td>
<td>Section 01</td>
<td>3</td>
<td>SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION</td>
<td>The purpose of the course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.</td>
</tr>
<tr>
<td>07/08-07/26</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Nomza Gwalla-Ogisi</td>
<td><strong>NOTE</strong>: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.</td>
</tr>
</tbody>
</table>

#### SPECED 376 MEDICAL ASPECTS OF DISABILITY

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 perinatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance needs are addressed.

<table>
<thead>
<tr>
<th>Class#</th>
<th>Section</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1348</td>
<td>Section 01</td>
<td>3</td>
<td>SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION</td>
<td>The purpose of the course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.</td>
</tr>
<tr>
<td>06/17-07/05</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Sharon M Kolb</td>
<td><strong>NOTE</strong>: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.</td>
</tr>
</tbody>
</table>

#### SPECED 406 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES

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

<table>
<thead>
<tr>
<th>Class#</th>
<th>Section</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1384</td>
<td>Section 01</td>
<td>3</td>
<td>SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION</td>
<td>The purpose of the course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.</td>
</tr>
<tr>
<td>07/29-08/16</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Ozalle M Toms</td>
<td><strong>NOTE</strong>: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.</td>
</tr>
</tbody>
</table>
SPECED 409 NONVIOLENT CRISIS INTERVENTION ... 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 exam will receive a one-year certificate in nonviolent 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. Students must purchase a workbook from the instructor the first day of class to participate.

#1344 Section 01 [units: 1] NOTE: Registrants should wear comfortable clothing as physical participation is expected. Additional fee of $12.44 is due first day of class for CPI workbook.
06/14-06/15 FS 09:00 AM - 04:00 PM WC0185 Rowand Robinson
S/NC Grading Basis Only

SPECED 426 INTRODUCTION TO INDIVIDUALIZED DIAGNOSTIC ASSESSMENT OF EEN ... 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 multidisciplinary team decision making.

PREREQ: SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROF ED OR PHYED K-12 EMPHASIS AND SPECED 205 AND ADMISSION TO PROF ED

#1374 Section 01 [units: 3] NOTE: Required additional course fee is $50.00.
05/28-07/05 MW 05:00 PM - 08:20 PM WH2005 Kelleah M. Lewis

SPECED 462 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD ... A course to develop advanced diagnostic skills for elementary through secondary mild/moderate disabled (LD, ED, MR) individuals. 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 RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#1360 Section 01 [units: 3] NOTE: Required additional course fee is $50.00
06/17-07/26 TR 05:00 PM - 08:20 PM WH2005 Kathryn J. Casey

SPECED 466 WORKING WITH PARENTS OF EXCEPTIONAL CHILDREN & COMMUNITY AGENCIES ... 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 MAJOR, 2.75 GPA, 2 PORTIONS PPST, SPECED 205 OR SPECED MINOR, SPECED 205, PROF ED OR PHYED K-12, SPECED 205, PROF ED OR COMDIS, SPECED 205, PROF ED

#1347 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrant's bill.
05/28-06/14 Arranged Arranged WEB BASED Sharon M. Kolb

SPECED 486 ACADEMIC INTERVENTION I ... The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills children and adolescents engage in to read and understand literature and content within the curriculum. Specifically, the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension within the special and regular curriculum.

PREREQ: SPECED 205, 324, 325, 361, 426, SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION

#1362 Section 01 [units: 3]
07/08-07/26 MTWRF 09:30 AM - 12:00 PM WH2014 AIMEE JANE JAHNS

SPECED 487 ACADEMIC INTERVENTION II ... This course is about writers and writing. We will examine the processes and skills children and adolescents engage in to compose a quality written product. Specifically, the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching writing as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of composition.

PREREQ: SPECED 205, 324, 325, 361, 426, SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION

#1497 Section 01 [units: 3]
05/28-06/14 Arranged Arranged WEB BASED Amy Griffith
05/28 T 05:15 PM - 07:45 PM Amy Griffith
06/01 S 09:00 AM - 04:00 PM Amy Griffith
06/04 T 05:15 PM - 07:45 PM Amy Griffith
06/08 S 09:00 AM - 04:00 PM Amy Griffith
06/12 W 05:15 PM - 07:45 PM Amy Griffith

SPECED 494 SEMINAR - SPECIAL EDUCATION ... Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member. Repeatable. Prereq: Consent of instructor.

#1376 Section 01 [units: 1-3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2013 semester.
07/08-08/01 MTWR 12:45 PM - 02:45 PM WH2014 Nancy M. Amacher TRANSITIONING SUCCESSFULLY

#1897 Section 02 [units: 1-3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2013 semester.
07/08-08/16 MTWR 12:45 PM - 02:45 PM HH2305 Giorgianne Maziarka TRANSITIONING SUCCESSFULLY
07/08-08/16 MTWR 12:45 PM - 02:45 PM HH2305 Karen A. Fisher TRANSITIONING SUCCESSFULLY
### Meeting Days

- **Kristin L Hoffmann**
- **Ozalle M Toms**
- **Nomsa Gwalla-Ogisi**

**TRANSITIONING SUCCESSFULLY**

- **Sharon M Kolb**

**Course Topic (if applicable)**

**Meeting Times**

- **HH2314**

**WEB BASED**

**09:30 AM - 12:00 PM**

**Arranged**

- **AIMEE JANE JAHNS**

**WEB BASED**

**05:00 PM - 08:20 PM**

**Arranged**

- **Eric Steven Mueller**

**Location**

- **MTWRF**

**HH2307**

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**Graduate Level Courses***

**SPECED 498 INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable for a maximum of 9 credits in degree. Prereq: Consent of instructor.**

**#1871 Section 02 [units: 2]**

- **05/28-06/14**

- **Arranged**

- **Arranged**

- **Amy Griffith**

- **INCLUSIVE FIELD**

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**Special Education Courses**

**SPECED 560 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM ... The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.**

**PREREQ: ADMISSION TO PROFESSIONAL ED**

**#1365 Section 01 [units: 3]**

- **07/08-07/26**

- **Arranged**

- **Arranged**

- **WEB BASED**

- **Nomza Gwalla-Ogisi**

**SPECED 576 MEDICAL ASPECTS OF DISABILITY ... 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.**

**RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

**#1358 Section 01 [units: 3]**

- **06/17-07/05**

- **Arranged**

- **Arranged**

- **WEB BASED**

- **Sharon M Kolb**

**SPECED 609 NONVIOLENT CRISIS INTERVENTION ... 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 exam 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. Students must purchase a workbook from the instructor the first day of class to participate.**

**#1357 Section 01 [units: 1]**

- **06/21-06/22**

- **FS**

- **09:00 AM - 04:00 PM**

- **Rowand Robinson**

- **S/NC Grading Basis Only**

**SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN 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: ADMISSION TO PROFESSIONAL ED**

**#1343 Section 01 [units: 3]**

- **06/17-07/26**

- **TR**

- **05:00 PM - 08:20 PM**

- **Kathryn J Casey**

**SPECED 680 PHASE 4 PORTFOLIO ... This course assists teacher candidates to develop their phase 4 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from field-based experiences with children (special education fieldwork, general education fieldwork, and student teaching) that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards. At the end of the seminar, teacher candidates will present the portfolio to an interdisciplinary group of UW-W faculty and staff.**

**PREREQ: PASS PRAXIS II, NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONS DEPT. COREQ: SPECFLD 789A, 789B, 789C, 789D, 789F OR 789G, OR SPECFLD 793 A, 793B, 793C, 793D, 793F, OR 793G**

**#1351 Section 01 [units: 2]**

- **05/28-08/16**

- **Arranged**

- **Arranged**

- **WEB BASED**

- **Ozalle M Toms**

**SPECED 686 ACADEMIC INTERVENTION I ... The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills that children and adolescents engage in to read and understand literature and content within the curriculum. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension within the special and regular curriculum.**

**RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

**#1346 Section 01 [units: 3]**

- **07/08-07/26**

- **MTWRF**

- **09:30 AM - 12:00 PM**

- **WH2014**

- **AIMEE JANE JAHNS**

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**Dept. Consent**

**Start/End Dates**

- **#1898 Section 03 [units: 1-3]**

- **07/08-08/16**

- **MTWRF**

- **12:45 PM - 02:45 PM**

- **HH2307**

- **Kristin L Hoffmann**

**TRANSITIONING SUCCESSFULLY**

- **#1899 Section 04 [units: 1-3]**

- **07/08-08/16**

- **MTWRF**

- **12:45 PM - 02:45 PM**

- **HH2314**

- **Eric Steven Mueller**

**TRANSITIONING SUCCESSFULLY**

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**Dept. Consent**

**Arranged**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECED 687</td>
<td>01</td>
<td>3</td>
<td>ACADEMIC INTERVENTION II This course is about writers and writing. We will examine the processes and skills children and adolescents engage in to compose a quality written product. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing “best practices” in teaching writing as a tool for literacy development will be emphasized. Students will develop personal philosophies and instructional strategies for teaching the development and fluency aspects of composition.</td>
</tr>
<tr>
<td>#1352</td>
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<tr>
<td></td>
<td>05/28-06/14</td>
<td>3</td>
<td>NOTE: This is a hybrid course comprised of classroom meetings and online instruction. The instructor will provide you additional information at the first class meeting.</td>
</tr>
<tr>
<td></td>
<td>05/28</td>
<td>Arranged</td>
<td>WEB BASED</td>
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<tr>
<td></td>
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<td>06/08</td>
<td>Arranged</td>
<td>WEB BASED</td>
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<tr>
<td></td>
<td>06/12</td>
<td>Arranged</td>
<td>WEB BASED</td>
</tr>
<tr>
<td>SPECED 700</td>
<td>01</td>
<td>3</td>
<td>LEGAL FOUNDATIONS OF SPECIAL EDUCATION 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.</td>
</tr>
<tr>
<td>#1350</td>
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<tr>
<td></td>
<td>06/17-07/26</td>
<td>3</td>
<td>NOTE: This is a hybrid course comprised of classroom meetings and online instruction. The instructor will provide you additional information at the first class.</td>
</tr>
<tr>
<td></td>
<td>06/17-07/26</td>
<td>TR</td>
<td>05:00 PM - 08:20 PM</td>
</tr>
<tr>
<td>SPECED 704</td>
<td>01</td>
<td>3</td>
<td>APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION 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 of qualification for NBPTS certification.</td>
</tr>
<tr>
<td>SPECED 706</td>
<td>01</td>
<td>3</td>
<td>TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS 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.</td>
</tr>
<tr>
<td>#1369</td>
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<tr>
<td></td>
<td>06/17-07/05</td>
<td>3</td>
<td>NOTE: This is a web based course. Additional charges of $50 per credit will be added to the registrant’s bill.</td>
</tr>
<tr>
<td></td>
<td>06/17-07/05</td>
<td>Arranged</td>
<td>WEB BASED</td>
</tr>
<tr>
<td>SPECED 707</td>
<td>01</td>
<td>3</td>
<td>FOUNDATIONS OF AUTISM SPECTRUM DISORDER The purpose of this course is to provide an in-depth graduate level introduction to the foundations 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.</td>
</tr>
<tr>
<td>SPECED 708</td>
<td>01</td>
<td>3</td>
<td>METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS 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 instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.</td>
</tr>
<tr>
<td>SPECED 766</td>
<td>01</td>
<td>3</td>
<td>PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.</td>
</tr>
<tr>
<td>#1349</td>
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<tr>
<td></td>
<td>06/17-07/05</td>
<td>3</td>
<td>NOTE: This course is WEB BASED only. Additional charge of $50 per credit hour will be added to registrants bill.</td>
</tr>
<tr>
<td></td>
<td>06/17-07/05</td>
<td>Arranged</td>
<td>WEB BASED</td>
</tr>
</tbody>
</table>
SPECED 785 CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE ... The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPECED 786
#1353 Section 01 [units: 1] NOTE: Using Technology in Research Supported Instruction. Keynote speaker, Dr. Rebecca Hines is an expert on instructional technology to support special education. Come learn about and try a variety of technology and tablet apps that will meet the instructional needs of students with disabilities.
08/05-08/06 MT 09:00 AM - 04:00 PM WH2005 Shelly A Kress
08/05-08/06 MT 09:00 AM - 04:00 PM WH2005 Amy Griffith

SPECED 786 CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE ... The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

#1354 Section 01 [units: 1] NOTE: Using Technology in Research Supported Instruction. Keynote speaker, Dr. Rebecca Hines is an expert on instructional technology to support special education. Come learn about and try a variety of technology and tablet apps that will meet the instructional needs of students with disabilities.
08/07-08/08 WR 09:00 AM - 04:00 PM Amy Griffith

SPECED 787 CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE ... The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPECED 786
#1355 Section 01 [units: 1] NOTE: Using Technology in Research Supported Instruction. Keynote speaker, Dr. Rebecca Hines is an expert on instructional technology to support special education. Come learn about and try a variety of technology and tablet apps that will meet the instructional needs of students with disabilities.
08/09-08/10 FS 09:00 AM - 04:00 PM WH2005 Shelly A Kress
08/09-08/10 FS 09:00 AM - 04:00 PM WH2005 Amy Griffith

SPECED 790 WORKSHOP ... Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.
#1802 Section 01 [units: 3] NOTE: The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavioral change.
05/28-06/14 Arranged Arranged WEB BASED Tia R Schultz ADV PRNCP APPLD BEHVR ANALYSIS

SPECED 798 INDIVIDUAL STUDIES ... Study of a selected topic or topics under the direction of a faculty member.
#1825 Section 02 [units: 1-3] NOTE: Using Technology in Research Supported Instruction. Keynote speaker, Dr. Rebecca Hines is an expert on instructional technology to support special education. Come learn about and try a variety of technology and tablet apps that will meet the instructional needs of students with disabilities.
07/08-07/26 Arranged Arranged Lana L Collet-Klingenbrg SCHL 2 WORK TRANSTNL PRGRMMING
#1923 Section 03 [units: 2] Dept. Consent
05/28-08/16 Arranged Arranged Shannon Stuart PHASE 3 PORTFOLIO

Special Education Field

*** GRADUATE LEVEL COURSES ***

SPECFLD 685G FIELD STUDY INFANTS AND TODDLERS WITH DISABILITIES ... In this field study, students practice written and oral reflection about early intervening services and accommodate their beliefs and knowledge of theory to the daily experiences of families living and raising infants and toddlers with disabilities in natural environments. Students share their reflections during weekly on-line discussions with the instructor.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION
#1158 Section 01 [units: 1] To Be Arranged
05/28-08/16 Arranged Arranged

SPECFLD 789A PRACTICUM: COGNITIVE DISABILITY ... PRACTICUM: COGNITIVE DISABILITY
PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES; 2.75 GPA. COREQ: SPECED 680
#1159 Section 01 [units: 1-6] Dept. Consent
05/28-08/16 Arranged Arranged Nomsa Gwalla-Ogisi P/F Grading Basis Only

SPECFLD 789B PRACTICUM: LEARNING DISABILITY ... PRACTICUM: LEARNING DISABILITY
PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES; 2.75 GPA. COREQ: SPECED 680
#1154 Section 01 [units: 1-6] Dept. Consent
05/28-08/16 Arranged Arranged Nomsa Gwalla-Ogisi P/F Grading Basis Only
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<th>Start/End Dates</th>
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