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 Instructional Services 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**

**SPECIAL EDUCATION**

**SPECED 201 DISABILITY IN SOCIETY (GI)** ... A study of the social construction of disability. This course focuses on the political and cultural context of disability. Particular attention is given to the issues of perception, mobility, accessibility, distribution of bio-resources, and the human condition as well as a process to assist individuals achieve comfortable, authentic, and more equal relationships with persons with disabilities.

#3190  Section 01  [units: 3]  QE Interdiscipl & US Racial/Eth (GI) (DV)  NOTE: This course is a hybrid class involving both classroom and web based instructional components. Students will periodically complete activities outside the classroom.

01/21-05/20  TR  12:30 PM - 01:45 PM  WH1001  Rowland Robinson

**SPECED 205 INTRODUCTION TO SPECIAL EDUCATION** ... 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.

#3185  Section 01  [units: 3]  01/21-05/20  W  05:15 PM - 07:45 PM  WH1001  James C Collins

#3186  Section 02  [units: 3]  01/21-05/20  MWF  01:10 PM - 02:00 PM  WH1001  Heather S Dahl

#3187  Section 03  [units: 3]  01/21-05/20  TR  09:30 AM - 10:45 AM  WH1001  Lana L Collet-Klingenberg

#3188  Section 04  [units: 3]  01/21-05/20  TR  11:00 AM - 12:15 PM  WH1001  Lana L Collet-Klingenberg

#3189  Section 05  [units: 3]  01/21-05/20  T  05:15 PM - 07:45 PM  HE0100  Lynn M Lindahl

04/08  T  05:15 PM - 07:45 PM  WH1001  Lynn M Lindahl

**SPECED 324 FOUNDATIONS OF SPECIAL EDUCATION** ... The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

**PREREQ: SPECED 205**

#3205  Section 01  [units: 3]  NOTE: This is a hybrid class involving both classroom and web based instructional components. Students will complete the Friday portion of this class online.

01/21-05/20  MWF  02:15 PM - 03:05 PM  WH1001  Shannon Stuart

**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 implication for practice will be covered.

**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**

#3198  Section 01  [units: 3]  01/21-05/20  MWF  07:45 AM - 08:35 AM  WH2014  Ozalle M Toms

#3233  Section 02  [units: 3]  01/21-05/20  MWF  08:50 AM - 09:40 AM  WH2014  Ozalle M Toms
SPECED 326 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

#3191 Section 01 [units: 3]
01/21-05/20 MWF 11:00 AM - 11:50 AM WH2005 David M Gordon

#3234 Section 02 [units: 3]
01/21-05/20 MWF 12:05 PM - 12:55 PM WH2005 James C Collins

#5101 Section 03 [units: 3]
01/21-05/20 MWF 01:10 PM - 02:00 PM WH2005 James C Collins

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.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205

#3199 Section 01 [units: 3]
01/21-05/20 MW 01:10 PM - 02:25 PM WH2014 Nomsa Gwalla-Ogisi

#3237 Section 02 [units: 3]
01/21-05/20 M 05:15 PM - 07:45 PM WH2014 Nomsa Gwalla-Ogisi

SPECED 361 INCLUSIVE METHODS OF INSTRUCTION ... This course is designed to help prospective special education teachers in grades K-12 learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivering instruction including lesson planning and unit planning.

PREREQ: SPECED MAJOR, SPECED 205, SPECED 324, SPECED 325 AND PROF ED ADM; COREQ: SPECFLD 385; OR SPECED MINOR AND SPECED 205, SPECED 325 AND PROF ED ADM, COREQ: SPECFLD 385 OR EDUINDP 443A

#3193 Section 01 [units: 3]
01/21-04/04 TR 09:30 AM - 11:30 AM WH2005 Kathryn J Casey

#3239 Section 02 [units: 3]
01/21-04/04 TR 11:45 AM - 01:45 PM WH2005 Kathryn J Casey
05/12-05/20 TR 11:45 AM - 01:45 PM WH2005 Kathryn J Casey

SPECED 365 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS ... This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs 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 normal settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

PREREQ: ADMISSION TO THE COLLEGE OF EDUCATION AND THE EARLY CHILDHOOD PROGRAM

#3226 Section 01 [units: 2] NOTE: Students must be admitted to the ECE4U online cohort program; contact Kristal Kagy at kagyk@uww.edu. Instructor Consent Face to face meetings from 8:30-11:00a.m. on March 22, April 19, and May 10. $100 special course fee in addition to tuition.

PREREQ: ADMISSION TO ECE4U

03/17-05/20 Arranged Arranged WEB BASED Anne K Tillett
03/22 S 08:30 AM - 10:00 AM WH3006 Anne K Tillett
04/19 S 08:30 AM - 10:00 AM WH3006 Anne K Tillett
05/10 S 08:30 AM - 10:00 AM WH3006 Anne K Tillett

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.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#3218 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
01/21-05/20 Arranged Arranged WEB BASED Sharon M Kols

#3227 Section 02 [units: 3] NOTE: $150 special course fee in addition to tuition. Students must be admitted to the ECE4U online cohort program; contact Kristal Kagy at kagyk@uww.edu

PREREQ: ADMISSION TO ECE4U

01/21-03/14 Arranged Arranged WEB BASED Kristine J Melloy ECE4U
01/21-03/14 Arranged Arranged WEB BASED Kristal Kagy ECE4U

#3254 Section 03 [units: 3] NOTE: This course is Web based only. Additional charge of $50 per credit hour will be added to registrant's bill
01/21-05/20 Arranged Arranged WEB BASED Sharon M Kols ECE
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SPECED 380</td>
<td>Phase 3 Portfolio... This course assists teacher candidates to develop their phase 3 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 course projects or related artifacts across the college and Department of Special Education, prior to their entrance into the Directed Teaching Block that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards. <strong>PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205, SPECED 324, SPECED 325, SPECED 360, SPECED 361, SPECED 326 AND SPECFLD 385</strong></td>
</tr>
<tr>
<td>SPECED 406</td>
<td>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. <strong>PREREQ: SPECED 325 AND ADMISSION TO PROFESSIONAL EDUCATION</strong></td>
</tr>
<tr>
<td>SPECED 440</td>
<td>Advanced Behavior Intervention Strategies... The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided. <strong>PREREQ: SPECED 205, SPECED 360, SPECED 361, SPECED 326, SPECFLD 385 AND ADMISSION TO PROF ED; COREQ: SPECFLD 485A OR SPECFLD 485B AND SPECFLD 485C</strong></td>
</tr>
<tr>
<td>SPECED 450</td>
<td>Intervention for Children with EBD... The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented. <strong>PREREQ: SPECED 205, SPECED 360, SPECED 361, SPECED 326, SPECFLD 385 AND ADMISSION TO PROF ED; COREQ: SPECFLD 485A OR SPECFLD 485B AND SPECFLD 485C</strong></td>
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<tr>
<td>SPECED 458</td>
<td>Collaboration for Effective Instruction... 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. <strong>PREREQ: SPECED MAJOR, SPECED 205, SPECED 361, SPECED 326, SPECED 466, SPECFLD 385 AND ADM PROF ED; COREQ: SPECFLD 410; OR SPECED MINOR, SPECED 205, SPECED 361, SPECED 326, SPECED 466, SPECFLD 385, ADM PROF ED; COREQ: SPECFLD 410</strong></td>
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<td>Course Code</td>
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<tr>
<td>SPECED 461</td>
<td>FORMAL ASSESSMENT FOR YOUNG CHILDREN</td>
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<tr>
<td>SPECED 462</td>
<td>EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD</td>
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<tr>
<td>SPECED 465</td>
<td>CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL</td>
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<tr>
<td>SPECED 466</td>
<td>WORKING WITH PARENTS OF EXCEPTIONAL CHILDREN &amp; COMMUNITY AGENCIES</td>
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<tr>
<td>SPECED 470</td>
<td>STUDENT TEACHING SEMINAR</td>
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</table>
SPECED 480 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: PRAXIS II, NO 'I's OR C OR LOWER IN SPEC ED/FLD CRSES, 2.75 GPA; COREQ: SPECFLD 489A, SPECFLD 489D OR SPECFLD 489B, SPECFLD 489C, SPECFLD 489D, SPECED 470

#3206 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Dept. Consent

01/27 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/17 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/17 M 05.15 PM - 08.30 PM WH2016 David M Gordon
02/24 M 05.15 PM - 08.30 PM WH2016 David M Gordon
03/03 M 05.15 PM - 08.30 PM WH2016 David M Gordon
03/17 M 05.15 PM - 08.30 PM WH2016 David M Gordon
04/14 M 05.15 PM - 08.30 PM WH2016 David M Gordon
04/28 M 05.15 PM - 08.30 PM WH2016 David M Gordon
02/07 F 09:00 AM - 11:00 AM WH2005 David M Gordon
02/18-03/18 T 05.15 PM - 07.45 PM WH2005 David M Gordon
02/10 M 05.15 PM - 08.30 PM WH1001 David M Gordon
02/24 M 05.15 PM - 08.30 PM WH2015 David M Gordon
03/03 M 05.15 PM - 08.30 PM WH2015 David M Gordon
03/17 M 05.15 PM - 08.30 PM WH2015 David M Gordon
04/14 M 05.15 PM - 08.30 PM WH2015 David M Gordon
04/28 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/03 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/03 M 05.15 PM - 08.30 PM WH2016 David M Gordon
02/03 M 05.15 PM - 08.30 PM WH2016 David M Gordon

#3244 Section 02 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Dept. Consent

01/27 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/17 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/17 M 05.15 PM - 08.30 PM WH2016 David M Gordon
02/24 M 05.15 PM - 08.30 PM WH2016 David M Gordon
03/03 M 05.15 PM - 08.30 PM WH2016 David M Gordon
03/17 M 05.15 PM - 08.30 PM WH2016 David M Gordon
04/14 M 05.15 PM - 08.30 PM WH2016 David M Gordon
04/28 M 05.15 PM - 08.30 PM WH2016 David M Gordon
02/07 F 09.00 AM - 11.00 AM WH2005 David M Gordon
02/18-03/18 T 05.15 PM - 07.45 PM WH2005 David M Gordon
02/10 M 05.15 PM - 08.30 PM WH1001 David M Gordon
02/24 M 05.15 PM - 08.30 PM WH2015 David M Gordon
03/03 M 05.15 PM - 08.30 PM WH2015 David M Gordon
03/17 M 05.15 PM - 08.30 PM WH2015 David M Gordon
04/14 M 05.15 PM - 08.30 PM WH2015 David M Gordon
04/28 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/03 M 05.15 PM - 08.30 PM WH2015 David M Gordon
02/03 M 05.15 PM - 08.30 PM WH2016 David M Gordon
02/03 M 05.15 PM - 08.30 PM WH2016 David M Gordon

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 withing the special and regular curriculum.

PREREQ: SPECED 205, SPECED 324, SPECED 325, SPECED 361, SPECED 326 (FORMERLY 426), SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION

#3197 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Students will periodically complete activities outside of the classroom.

01/21-05/20 TR 12:30 PM - 01:45 PM WH2015 Amy Griffith

#3245 Section 02 [units: 3]

01/21-05/20 TR 02:15 PM - 03:30 PM WH2014 Amy Griffith
### SPECED 490 WORKSHOP ... Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

<table>
<thead>
<tr>
<th>Start/End Dates</th>
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<th>Meeting Times</th>
<th>Location</th>
<th>Instructor</th>
<th>Course Topic (if applicable)</th>
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### 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.

<table>
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<tr>
<th>Start/End Dates</th>
<th>Meeting Days</th>
<th>Meeting Times</th>
<th>Location</th>
<th>Instructor</th>
<th>Course Topic (if applicable)</th>
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<td>02:15 PM - 03:05 PM</td>
<td>WH1001</td>
<td>Rowand Robinson</td>
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</table>

### ***GRADUATE LEVEL COURSES***

### SPECED 524 FOUNDATIONS OF SPECIAL EDUCATION ... The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

**PREREQ: SPECED 205**

### 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**

### SPECED 565 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS ... This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs 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 families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

**PREREQ: ADMISSION TO THE COLLEGE OF EDUCATION AND THE EARLY CHILDHOOD PROGRAM**

### 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.

**PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

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*Spring 2014 UWW Class Listing > EDUC > Special Education -- Page 6 / 15*
<table>
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<tr>
<th>Start/End Dates</th>
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<th>Location</th>
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<th>Course Topic (if applicable)</th>
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<td>WEB BASED</td>
<td>Sharon M Kolb</td>
<td>ECE</td>
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**SPECED 580 PHASE 3 PORTFOLIO** ... This course assists teacher candidates to develop their phase 3 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 course projects or related artifacts across the college and Department of Special Education, prior to their entrance into the Directed Teaching Block that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards.

**PREREQ:** RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

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**SPECED 606 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.

**PREREQ:** RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

| #3252 Section 01 | [units: 3] | 01/21-05/20 | Arranged | WEB BASED | Lana L Collet-Klingenberg |

**SPECED 640 ADVANCED BEHAVIOR INTERVENTION STRATEGIES** ... The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

**PREREQ:** RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

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</table>

**SPECED 650 INTERVENTION FOR CHILDREN WITH EBD** ... The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.

**PREREQ:** RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

| #3223 Section 01 | [units: 3] | 01/21-05/20 | T   | 05:15 PM - 07:45 PM | WH2015 | Rowand Robinson |

**SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION** ... 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:** RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

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**SPECED 661 FORMAL ASSESSMENT FOR YOUNG CHILDREN** ... This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

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

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SPECED 662  EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, EBD, 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

#3211  Section 01  [units: 3]
01/21-04/04  MW  08:30 AM - 10:30 AM  WH2005  James C Collins

SPECED 665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL ... 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: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#3213  Section 01  [units: 3]  NOTE: This course is a hybrid class involving both classroom and web based instructional components. Students will periodically complete activities outside of the classroom.
01/21-05/20  M  05:15 PM - 07:45 PM  WH4007  Sharon M Kolb

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: PRAXIS II, NO ‘I’S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

#3221  Section 01  [units: 2]  NOTE: This course is a hybrid class involving both classroom and web based instructional components. Dept. Consent
01/27  M  05:15 PM - 08:30 PM  WH2015  David M Gordon
02/17  M  05:15 PM - 08:30 PM  WH2015  David M Gordon
02/17  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
02/24  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
03/03  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
03/17  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
04/14  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
04/28  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
02/07  F  09:00 AM - 11:00 AM  WH2005  David M Gordon
02/18-03/18  T  05:15 PM - 07:45 PM  WH2005  David M Gordon
02/10  M  05:15 PM - 08:30 PM  WH1001  David M Gordon
02/24  M  05:15 PM - 08:30 PM  WH2015  David M Gordon
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02/03  M  05:15 PM - 08:30 PM  WH2015  David M Gordon
02/03  M  05:15 PM - 08:30 PM  WH2016  David M Gordon

#3247  Section 02  [units: 2]  Dept. Consent
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02/17  M  05:15 PM - 08:30 PM  WH2015  David M Gordon
02/17  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
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02/03  M  05:15 PM - 08:30 PM  WH2015  David M Gordon
02/03  M  05:15 PM - 08:30 PM  WH2016  David M Gordon
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 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: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#3214 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Students will periodically complete activities outside of the classroom.
01/21-05/20 TR 12:30 PM - 01:45 PM WH2015 Amy Griffith

#3250 Section 02 [units: 3]
01/21-05/20 TR 02:15 PM - 03:30 PM WH2014 Amy Griffith

SPECED 701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION ... This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to the behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

#3202 Section 01 [units: 3] NOTE: Students will periodically complete activities outside classroom.
01/21-05/20 Arranged Arranged WEB BASED Lana L Collet-Klingenberg

SPECED 703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP ... 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.

#5026 Section 01 [units: 3]
01/21-05/20 Arranged Arranged WEB BASED Kelly L Jewell

SPECED 704 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.

PREREQ: SPECED 700, SPECED 701, SPECED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

#3208 Section 01 [units: 3] Dept. Consent
01/21-05/20 Arranged Arranged WEB BASED Shannon Stuart

SPECED 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION ... 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 working 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 CONSENT OF THE INSTRUCTOR.

#3203 Section 01 [units: 3] NOTE: This is a web based course.
01/21-05/20 R Arranged Arranged WEB BASED Shannon Stuart

SPECED 761 INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM ... This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.

#3209 Section 01 [units: 3]
01/21-05/20 W 05:15 PM - 07:45 PM WH2014 Tia R Schultz

SPECED 790 WORKSHOP ... Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

#5143 Section 01 [units: 3] NOTE: This course will be taught in a hybrid format, meeting in Mukwonago on Tuesdays at 4:15 - 6:45pm.
01/21-05/20 T 04:15 PM - 06:45 PM OFF CAMPUS Lisa M Gapinski METACOGNITION IN ACTION

SPECED 798 INDIVIDUAL STUDIES ... Study of a selected topic or topics under the direction of a faculty member.

#3251 Section 01 [units: 1-3] Dept. Consent
01/21-05/20 Arranged Arranged To Be Arranged
# SPECFLD 385, CROSS CATEGORICAL FIELD WORK ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-catagorical educational needs with cognitive delays, emotional/behavioral disorders and learning disabilities.

PREREQ: SPEC ED MAJOR AND SPECED 205, SPECED 324, SPECED 325, ADMISSION TO PROFESSIONAL EDUCATION OR SPEC ED MINOR AND SPECED 205, SPECED 325, ADMISSION TO PROFESSIONAL EDUCATION; COREQ: SPECED 361 (MAJOR AND MINOR) OR EDUINDP 442 (MINOR OPTION ONLY)

#2847 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Some school districts, agencies and day care centers require that criminal background checks of students be conducted prior to accepting students for placement in field experience. In meeting this requirement, students will be assessed for the charge, ranging from approximately $5.00-$40.00 (subject to change), as part of the enrollment in a course or by a charge on their student bill.

01/24  F  01:00 PM - 02:00 PM  WH2015  Kathryn J Casey
03/14  F  01:00 PM - 02:00 PM  WH2015  Kathryn J Casey
03/21  F  07:30 AM - 11:30 AM  OFF CAMPUS  Kathryn J Casey
04/07-05/09  MTWRF  07:30 AM - 11:30 AM  OFF CAMPUS  Kathryn J Casey

#2871 Section 02 [units: 2]

01/24  F  02:15 PM - 03:15 PM  WH2005  Kathryn J Casey
03/14  F  02:15 PM - 03:15 PM  WH2005  Kathryn J Casey
03/21  F  12:00 PM - 04:00 PM  OFF CAMPUS  Kathryn J Casey
04/07-05/09  MTWRF  12:00 PM - 04:00 PM  OFF CAMPUS  Kathryn J Casey

## SPECFLD 410, GENERAL EDUCATION FIELD EXPERIENCES ... Students seeking licensure in Special Education will complete a 150 hour assignment in a general education classroom where inclusionary practices for individuals with special needs are applied. The field experience provides opportunities to become familiar with the range of students' abilities; curricular focus; achievement expectations; enhancements, adaptations, and modifications of instruction; and collaborative practices of general and special educators.

PREREQ: SPECED MAJOR, SPECED 361, SPECFLD 385, ADM PROF ED, COREQ: SPECED 458 OR SPECED MINOR, SPECED 361, SPECFLD 385, ADM PROF ED

#2865 Section 01 [units: 3] NOTE: Off Campus Course; Regional Public Schools; students will need transportation to field placement site. Dept. Consent

03/10-04/25  MTWRF  07:30 AM - 11:30 AM  OFF CAMPUS  Amy Griffth

#3471 Section 02 [units: 3] NOTE: Off Campus Course; Regional Public Schools; students will need transportation to field placement site. Dept. Consent

03/10-04/25  MTWRF  11:00 AM - 03:00 PM  OFF CAMPUS  Amy Griffth

## SPECFLD 485A, SPECIALIZATION FIELD WORK - COGNITIVELY DELAY ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with the special area of cognitively delays.

PREREQ: SPECED 205, SPECED 324, SPECED 325, SPECED 361, SPECFLD 385, ADMISSION TO PROFESSIONAL ED; COREQ: SPECED 440

#2848 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/31  F  01:00 PM - 02:00 PM  WH2014  Tia R Schultz
03/14  F  01:00 PM - 02:00 PM  WH2014  Tia R Schultz
03/21  F  07:30 AM - 11:30 AM  OFF CAMPUS  Tia R Schultz
03/31-05/09  MTWRF  07:30 AM - 11:30 AM  OFF CAMPUS  Tia R Schultz

## SPECFLD 485B, SPECIALIZATION FIELD WORK - LEARNING DISABILITY ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with the special area of learning disabilities.

PREREQ: SPECED 205, SPECED 324, SPECED 325, SPECED 361, SPECFLD 385, ADMISSION TO PROFESSIONAL ED, COREQ: SPECFLD 485C, SPECED 440

#2867 Section 01 [units: 1] NOTE: See SPECFLD 485A for date, time and location. This course is a hybrid class involving both classroom and web based instructional components.

01/31  F  01:00 PM - 02:00 PM  WH2014  Tia R Schultz
03/14  F  01:00 PM - 02:00 PM  WH2014  Tia R Schultz
03/21  F  07:30 AM - 11:30 AM  OFF CAMPUS  Tia R Schultz
03/31-05/09  MTWRF  07:30 AM - 11:30 AM  OFF CAMPUS  Tia R Schultz

## SPECFLD 485C, SPECIALIZATION FIELD WORK - EMOTIONAL/BEHAVIORAL DISORDERS ... This field experience provides all students with the opportunity to observe and participate with classrooms for children within the special area of emotional/behavioral disorders.

PREREQ: SPECED 205, SPECED 324, SPECED 325, SPECED 361, SPECFLD 385, ADMISSION TO PROFESSIONAL ED, COREQ: SPECFLD 485B, SPECED 440

#2868 Section 01 [units: 1] NOTE: See SPECFLD 485A for date, time and location. This course is a hybrid class involving both classroom and web based instructional components. Students will periodically complete activities outside classroom.

01/21-05/20  Arranged  Arranged  Tia R Schultz

## SPECFLD 489A, DIRECTED TEACHING SPECIAL EDUCATION - COGNITIVE DISABILITY ... Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in the classroom in the areas school districts or other approved sites. Repeatable.

PREREQ: PASS PRAXIS II, NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA ; COREQ: SPECFLD 489D, SPECED 470, SPECED 480

#2849 Section 01 [units: 8] NOTE: Satisfactory/No Credit (S/NC) grade basis only. All 489 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-3807); gwallas@uww.edu at the beginning of the semester prior to the request for placement, and c) process completed through the Director of Field Experiences (262-472-1123).

01/21-05/20  Arranged  Arranged  Rowand Robinson
01/21-05/20  Arranged  Arranged  David J Ururu
S/NC Grading Basis Only
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**SPECFLD 489B DIRECTED TEACHING SPECIAL EDUCATION - LEARNING DISABILITY** … Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.

**PREREQ:** PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES BELOW C IN SPECED OR SPECFLD COURSES, 2.75 GPA. **COREQ:** SPECFLD 489C, SPECFLD 489D, SPECED 470, SPECED 480

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**SPECFLD 489C DIRECTED TEACHING SPECIAL EDUCATION - EMOTIONAL/BEHAVIORAL DISORDERS** … Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.

**PREREQ:** PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES BELOW C IN SPECED OR SPECFLD COURSES, 2.75 GPA. **COREQ:** SPECFLD 489B, SPECFLD 489D, SPECED 470, SPECED 480

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<td>DIRECTED TEACHING SPECIAL EDUCATION - CROSS CATEGORICAL</td>
<td>Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.</td>
<td>S/NC Grading Basis Only</td>
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<td>SPECFLD 585</td>
<td>CROSS CATEGORICAL FIELD WORK</td>
<td>This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with cognitive delays, emotional/behavioral disorders and learning disabilities.</td>
<td>S/NC Grading Basis Only</td>
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### DEPARTMENT CONSENT

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<th>Meeting Days</th>
<th>Meeting Times</th>
<th>Location</th>
<th>Instructor</th>
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### GRADUATE LEVEL COURSES

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<td>SPECFLD 585</td>
<td>CROSS CATEGORICAL FIELD WORK</td>
<td>This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with cognitive delays, emotional/behavioral disorders and learning disabilities.</td>
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<td>12:00 PM - 04:00 PM</td>
<td>OFF CAMPUS</td>
<td>Kathryn J Casey</td>
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SPECFLD 610 GENERAL EDUCATION FIELD WORK ... Students seeking licensure in Special Education will complete a 150 hour assignment in a general education classroom where instruction and collaborative practice for individuals with special needs are applied. The field experience provides opportunities to become familiar with the range of students' abilities, curricular focus, achievement expectations, and modifications of instruction and collaborative practices of general and special educators.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

#2866 Section 01 [units: 3] NOTE: Off Campus Course; Regional Public Schools; students will need transportation to field placement site. Dept. Consent
03/10/04/25 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Amy Griffith

#3477 Section 02 [units: 3] NOTE: Off Campus Course; Regional Public Schools; students will need transportation to field placement site. Dept. Consent
03/10/04/25 MTWRF 11:00 AM - 03:00 PM OFF CAMPUS Amy Griffith

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.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2870 Section 01 [units: 1]
01/21-05/20 Arranged Arranged Ann Riall

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 AND CONSENT OF DEPT; COREQ: SPECFLD 680

#2853 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uw.edu at the beginning of the semester prior to the request for placement, and process completed through the Director, Office of Field Experiences (262-472-1123).
01/21-05/20 F Arranged Rowand Robinson
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 AND CONSENT OF DEPT; COREQ: SPECFLD 680

#2854 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uw.edu at the beginning of the semester prior to the request for placement, and process completed through the Director, Office of Field Experiences (262-472-1123).
01/21-05/20 Arranged Arranged Rowand Robinson
01/21-05/20 Arranged Arranged Amy Griffith
P/F Grading Basis Only

#5224 Section 02 [units: 1-6]
01/21-05/20 Arranged Arranged Rowand Robinson
01/21-05/20 Arranged Arranged Diana Becker
P/F Grading Basis Only

#5225 Section 03 [units: 1-6]
01/21-05/20 Arranged Arranged Rowand Robinson
P/F Grading Basis Only

SPECFLD 789C PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS ... PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECFLD 680

#2855 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uw.edu at the beginning of the semester prior to the request for placement, and process completed through the Director, Office of Field Experiences (262-472-1123).
01/21-05/20 Arranged Arranged Rowand Robinson
P/F Grading Basis Only

SPECFLD 789D PRACTICUM: CROSS CATEGORICAL ... PRACTICUM: CROSS CATEGORICAL

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECFLD 680

#2856 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uw.edu at the beginning of the semester prior to the request for placement, and process completed through the Director, Office of Field Experiences (262-472-1123).
01/21-05/20 Arranged Arranged Rowand Robinson
01/21-05/20 Arranged Arranged Amy Griffith
P/F Grading Basis Only

#5226 Section 02 [units: 1-6]
01/21-05/20 Arranged Arranged Rowand Robinson
01/21-05/20 Arranged Arranged Diana Becker
P/F Grading Basis Only
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<th>Meeting Days</th>
<th>Meeting Times</th>
<th>Location</th>
<th>Instructor</th>
<th>Course Topic (if applicable)</th>
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| 01/21-05/20     | Arranged     | Arranged      |          | Rowand Robinson | SPECFLD 789F PRACTICUM: EARLY CHILDHOOD SPECIAL EDUCATION | Graduate level, professional experience with young children with disabilities (five through eight) in student’s own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.  
| PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680 | | | | | |
| 01/21-05/20     | Arranged     | Arranged      |          | Rowand Robinson | SPECFLD 789G PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE | PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE  
| PREREQ: RESTRICTED TO STUDENTS WITH ADMISSION TO DIRECTED TEACHING, PRACTICUM, INSERVICE PRACTICUM AND CONSENT OF DEPARTMENT. | | | | | |
| 01/21-05/20     | Arranged     | Arranged      |          | Rowand Robinson | SPECFLD 793A INSERVICE PRACTICUM: COGNITIVE DISABILITY | INSERVICE PRACTICUM: COGNITIVE DISABILITY  
| PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680 | | | | | |
| 01/21-05/20     | Arranged     | Arranged      |          | Rowand Robinson | SPECFLD 793B INSERVICE PRACTICUM: LEARNING DISABILITY | INSERVICE PRACTICUM: LEARNING DISABILITY  
| PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680 | | | | | |
| 01/21-05/20     | Arranged     | Arranged      |          | Rowand Robinson | SPECFLD 793C INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS | INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS  
<p>| PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680 | | | | | |</p>
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<th>Course Topic (if applicable)</th>
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