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, U-W-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.

### COMMUNICATION SCIENCES AND DISORDERS

#### COMDIS 483 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems. Prereq: Consent of instructor.

- **#1195 Section 01** [units: 3]  
  **07/28-08/15** Arranged Arranged  
  **Instructor Consent**  
  **Valerie J Hoehnke**

#### COMDIS 498 INDEPENDENT STUDY

Study of a selected topic or topics under the direction of a faculty member. Repeatable Prereq: Jr status or consent of department chairperson.

**PREREQ: JUNIOR/SENIOR STATUS**

- **#1194 Section 01** [units: 1-3]  
  **05/27-08/15** Arranged Arranged  
  **Instructor Consent**  
  **Roxanne DePaul**

- **#1196 Section 02** [units: 1-3]  
  **05/27-06/13** Arranged Arranged  
  **Instructor Consent**  
  **Roxanne DePaul**

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

#### COMDIS 660 PRACTICUM IN COMMUNICATIVE DISORDERS

This course offers supervised practicum experiences: observation of communicative disorders, clinical work on-campus and/or off-campus, and supervision of practitioners or students. Client availability, student level of academic and clinical training, and supervisory expertise will influence student enrollment and section assignment. Prereq: This course is repeatable for as many times as needed. Graduate students must enroll every semester.

- **#1203 Section 02** [units: 3]  
  **06/15-07/25** Arranged Arranged  
  **Instructor Consent**  
  **Beth M Swanson**

- **#1204 Section 03** [units: 3]  
  **05/27-08/15** Arranged Arranged  
  **Instructor Consent**  
  **Roxanne DePaul**

#### COMDIS 683 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems. Prereq: Consent of instructor.

- **#1201 Section 01** [units: 3]  
  **07/28-08/15** Arranged Arranged  
  **Instructor Consent**  
  **Valerie J Hoehnke**

#### COMDIS 710 PROFESSIONAL ISSUES AND ENVIRONMENTS IN SPEECH-LANGUAGE PATHOLOGY

This course presents an overview of the professional issues and regulation impacting the speech-language pathologists’ delivery of quality services. Licensure and certification requirements that govern practice will be reviewed. The information presented in this course is designed to help students develop a well-articulated theoretical and practical approach to ethical service delivery across work environments. **PREREQ: Consent of instructor.**

- **#1197 Section 01** [units: 3]  
  **06/16-07/25** MW 02:00 PM - 04:15 PM  
  **R1040** Beth M Swanson

- **#1198 Section 02** [units: 3]  
  **06/16-07/25** Arranged WEB BASED  
  **Beth M Swanson**

#### COMDIS 712 RESEARCH METHODS IN COMMUNICATIVE DISORDERS

A course in the methods of research in communicative disorders including the need for scientific research, the nature of scientific research, methods underlying the research process, the planning of a research paper, and considerations in interpreting research results.

- **#1200 Section 01** [units: 3]  
  **05/27-06/13** MW 09:00 AM - 03:40 PM  
  **R1040** Giuliana Miolo

  **#1201 Section 02** [units: 3]  
  **05/27-06/13** WEB BASED  
  **Giuliana Miolo**
### COMDIS 793 PRACTICUM: FIELD EXTERNSHIP ... Variable topics.

<table>
<thead>
<tr>
<th>#1198</th>
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<th>NOTE: Co-enroll with 660-03.</th>
<th>Cindy Lee Anderton</th>
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<tbody>
<tr>
<td>05/27/08/15</td>
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<td>Arranged</td>
<td>Roxanne DePaul</td>
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### COMDIS 798 INDIVIDUAL STUDIES ... Study of a selected topic or topics under the direction of a faculty member.

<table>
<thead>
<tr>
<th>#1199</th>
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<th>Dept. Consent</th>
<th>Donald M Norman</th>
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### COUNSELOR EDUCATION

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

**COUNSED 718 PRINCIPLES OF COUNSELING ...** Principles of the roles and functions of professional counselors are discussed and practiced in a laboratory setting, including relationship building, conducting interviews and the counseling process. Professional issues as they relate to ethics, legal considerations, scope of practice, mental health service delivery, multicultural concerns, and the value of professional organizations are explored. This course is designed to provide the student with opportunities to define and explore the various roles/tasks of professional counselors, including case conceptualization, prevention, intervention, referral, and termination. By the end of the course, the student should develop a working knowledge of counseling skills, processes, and procedures to facilitate further study in subsequent practicum and internship classes.

**PREREQ:** ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

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<thead>
<tr>
<th>#1294</th>
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<table>
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<th>Section 02 [units: 3]</th>
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<tbody>
<tr>
<td>06/16/07/25</td>
<td>TR</td>
<td>05:00 PM - 08:20 PM</td>
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**COUNSED 720 CAREER DEVELOPMENT AND INFORMATION SERVICES ...** The course focuses on major theories of career development and decision making models. It addresses sources of career, educational, leisure, occupational and labor market information, career information systems, assessments, techniques pertinent for career planning, placement, and follow-up. Interrelationships between work, family and other life roles as well as multicultural issues in career development are examined. Students will have the opportunity to be involved with career development program planning, implementation, evaluation and theory application.

**PREREQ:** ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

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**COUNSED 721 GROUPS: THEORY AND PRACTICE ...** This course provides theoretical and experiential understandings of group work, including principles of group dynamics, theories of group counseling and group leadership and facilitation styles. Group counseling methods are experienced directly in the learning process. Multiple group approaches, necessary to work effectively in a multicultural society, are explored.

**PREREQ:** COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

<table>
<thead>
<tr>
<th>#1297</th>
<th>Section 01 [units: 3]</th>
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**COUNSED 722 THEORIES OF COUNSELING ...** This course examines prominent counseling theories that provide models for conceptualizing client issues and identifying appropriate intervention strategies. System theories and major models of family and related interventions will be highlighted. Attention will be given to multicultural and ethical issues in counseling. Students will be exposed to current professional research and practices in the field to enable the initial development of their personal theories of counseling.

**PREREQ:** COUNSED 718; PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

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<th>#1299</th>
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**COUNSED 741 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING ...** This course is designed to provide students with foundational knowledge and competency base for effective counseling with diverse populations. It will examine multicultural and pluralistic trends, including characteristics and concerns among diverse groups nationally and internationally. Theories of multicultural counseling, identity development, worldview, acculturation issues, conflict resolution, social justice, advocacy and multicultural competencies will be discussed. Individual, couple, family, group and community strategies for working with and advocating for diverse populations will be examined. Counselors' roles in eliminating biases, prejudices, oppression and discrimination will be highlighted. Students will be involved in experiential learning activities aimed at fostering an understanding of themselves and culturally diverse individuals.

**PREREQ:** COUNSED 718; PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

<table>
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<th>Section 01 [units: 3]</th>
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Summer 2014 UWW Class Listing > College of Education -- Page 2 / 26
## CURRICULUM AND INSTRUCTION

### CI Business & Marketing Education

**CIBME 470** DIRECTED OCCUPATIONAL PRACTICE ... A course for selected upper level students to gain work experience in an area of business education, marketing (distributive) education, or computer technologies during a semester or summer. The culmination of this experience is a written report detailing the work experience and its contribution to the overall development of the student's career plan.

**PREREQ:** CIGENRL OR ITBE 461

#1579  Section 01  [units: 1-3]  **NOTE:** Please contact instructor via email smithjc@uww.edu before registering for this class. Additional fee of $50 per credit required for this course.

05/27-08/15  Arranged  Arranged  WEB BASED  John C Smith

### CURRICULUM & INSTRUCTION Field

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

**CIBME 762 CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION ...** A study of the issues currently confronting the supervisor, teacher, and students of business and marketing education on the middle, secondary and post-secondary levels. Includes a study of curriculum development and objectives of business and marketing education. Meets No. 50 curriculum requirements for WTCS certification.

**PREREQ:** CIBME 500 OR CONSENT OF INSTRUCTOR

#1304  Section 01  [units: 3]

06/16-07/25  MW  05:00 PM - 08:20 PM  WH1014  Ashleigh Marie Bruns

### Curriculum & Instruction General

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

**CIFLD 793 PRACTICUM ...** Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements. (Not to be used for first-time certification)

#1178  Section 01  [units: 3]  **NOTE:** This is part of a 12-credit online/field-based course of study resulting in add-on early childhood regular education kindergarten certification. Consent of the instructor is required to register for this class. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line (web-based) courses.

06/16-08/15  Arranged  Arranged  OFF CAMPUS  Robin K Fox

06/16-08/15  Arranged  Arranged  OFF CAMPUS  Erica L Schepp

### CIGENRL 410 CURRENT TOPICS IN EDUCATION ... An in-depth examination of a single current topic of interest to preservice teachers seeking licensure in Early Childhood through Grade 12. Topics will vary from semester to semester, and may include, for example, discussions of national curriculum standards for school subjects, assessment issues, intervention, etc.

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

#1675  Section 01  [units: 3]  **NOTE:** An additional fee of $50 per credit will be assessed for this course.

06/16-07/03  Arranged  Arranged  WEB BASED  Matthew E Vick

5/NC Grading Basis Only

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

**PREREQ:** JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR

#1533  Section 01  [units: 1]

05/27-07/25  Arranged  Arranged  Carmen J Rivers  INVESTGTING NATURE THRU PRJCTS
### Key Information

**Meeting Days**

- MT

**Meeting Times**

- 08:30 AM - 04:00 PM

**Location**

- WH3010

**Instructor**

- Kristen E Monday

**Course Topic (if applicable)**

- KEYBOARDING SYMPOSIUM

**Course Level**

- Web Based

**Course Dates**

- 05/27-07/15

**Requests**

- Dept. Consent

---

**Course Title:** Interactiv Tech Acad 14

**Course Name:** Investigating Nature Thru Projects

**Instructor:** Harriet D Rogers

**Meeting Days:** MT

**Meeting Times:** 08:30 AM - 04:00 PM

**Location:** WH3010

**Instructor:** Carmen J Rivers

**Course Topic:** EXPERIENTIAL OUTDOOR LEARNING

**Course Level:** Web Based

**Course Dates:** 05/27-07/15

**Requests:** Dept. Consent

---

**Course Title:** Educator Externship

**Course Name:** Understanding Contemporary China

**Instructor:** Linda N Nortier

**Meeting Days:** MT

**Meeting Times:** Arranged

**Location:** Arranged

**Instructor:** Nomsa Gwalla-Ogisi

**Course Topic:** UNDERSTANDING CONTEMPORARY CHINA

**Course Level:** Web Based

**Course Dates:** 06/16-07/25

**Requests:** Dept. Consent

---

**Course Title:** Current Topics in Curriculum and Instruction

**Course Name:** An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

**Instructor:** Lucinda G Heimer

**Meeting Days:** Arranged

**Meeting Times:** Arranged

**Location:** Arranged

**Instructor:** Harriet D Rogers

**Course Topic:** EDUCATOR EXTERNSHIP

**Course Level:** Dept. Consent

**Course Dates:** 07/07-07/15

**Requests:** Dept. Consent

---

**Course Title:** School and Community Relations

**Course Name:** School and Community Relations is a 3 credit graduate course designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following areas are covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school/community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

**Instructor:** Kristi S Davis

**Meeting Days:** Arranged

**Meeting Times:** Arranged

**Location:** Arranged

---

**Course Title:** Supervision of Student Teachers

**Course Name:** Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

**Instructor:** Katrina Yan Liu

**Meeting Days:** Arranged

**Meeting Times:** Arranged

**Location:** Arranged

---

**Course Title:** Workshop

**Course Name:** Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

**Instructor:** Harriet D Rogers

**Meeting Days:** Arranged

**Meeting Times:** Arranged

**Location:** Arranged

---

**Course Title:** Individual Studies

**Course Name:** Variable Topics

**Instructor:** Carmen J Rivers

**Meeting Days:** Arranged

**Meeting Times:** Arranged

**Location:** Arranged

---

**Course Title:** Investigating Nature Thru Projects

**Course Name:** Investigating Nature Thru Projects

**Instructor:** Harriet D Rogers

**Meeting Days:** MT

**Meeting Times:** 08:30 AM - 04:00 PM

**Location:** Arranged

---

**Course Title:** Keyboarding Symposium

**Course Name:** Keyboarding Symposium

**Instructor:** Harriet D Rogers

**Meeting Days:** MT

**Meeting Times:** 08:30 AM - 04:00 PM

**Location:** Arranged

---

**Note:** Additional information and details regarding course topics, requirements, and schedules are available in the Summer 2014 UWW Class Listing.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Units</th>
<th>General Education Designation (if any)</th>
<th>Start/End Dates</th>
<th>Meeting Days</th>
<th>Meeting Times</th>
<th>Location</th>
<th>Instructor Consent</th>
<th>Instructor</th>
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<tbody>
<tr>
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<td>Section 01</td>
<td>[units: 3]</td>
<td>NOTE: This is part of a 12-credit online/field-based course of study resulting in add-on early childhood regular education kindergarten certification. Consent of the instructor is required to register for this class. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line (web-based) courses.</td>
<td>05/27-06/13</td>
<td>MWF</td>
<td>05:00 PM - 07:30 PM</td>
<td>WH3030</td>
<td>Robin K Fox</td>
<td>Erica L Scheppe</td>
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<td>#1207</td>
<td>Section 01</td>
<td>[units: 3]</td>
<td>NOTE: This is part of a 12-credit online/field-based course of study resulting in add-on early childhood regular education kindergarten certification. Consent of the instructor is required to register for this class. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line (web-based) courses.</td>
<td>05/27-07/03</td>
<td>MWF</td>
<td>05:00 PM - 07:30 PM</td>
<td>WH3030</td>
<td>Robin K Fox</td>
<td>Erica L Scheppe</td>
</tr>
</tbody>
</table>

### Early Childhood ***GRADUATE LEVEL COURSES***

#### EARYCHD 711 EARLY CHILDHOOD EDUCATION: FROM THEORY TO PRACTICE...A study of the historical and theoretical foundations; current models and practices; and significant research regarding early childhood education.

- **#1205 Section 01 [units: 3]**
  - NOTE: This is part of a 12-credit online/field-based course of study resulting in add-on early childhood regular education kindergarten certification. Consent of the instructor is required to register for this class. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line (web-based) courses.
  - Instructor Consent: Required
  - Start/End Dates: 05/27-06/13
  - Meeting Days: MWF
  - Meeting Times: 05:00 PM - 07:30 PM
  - Location: WH3030
  - Instructor: Robin K Fox
  - Consent Required: Yes

#### EARYCHD 713 TRENDS IN CURRICULUM FOR THE PRE-SCHOOL/PRIMARY CHILD...This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.

- **#1206 Section 01 [units: 3]**
  - NOTE: This is part of a 12-credit online/field-based course of study resulting in add-on early childhood regular education kindergarten certification. Consent of the instructor is required to register for this class. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line (web-based) courses.
  - Instructor Consent: Required
  - Start/End Dates: 05/27-06/13
  - Meeting Days: MWF
  - Meeting Times: 05:00 PM - 07:30 PM
  - Location: WH3030
  - Instructor: Robin K Fox
  - Consent Required: Yes

### Educational Administration ***GRADUATE LEVEL COURSES***

#### EDADMIN 734 SCHOOL AND COMMUNITY RELATIONS...This course is designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

- **#1208 Section 01 [units: 3]**
  - Instructor Consent: Required
  - Start/End Dates: 05/27-07/03
  - Meeting Days: MWF
  - Meeting Times: 05:00 PM - 07:30 PM
  - Location: WH3030
  - Instructor: Richard W Mason

#### EDADMIN 793 EDUCATIONAL ADMINISTRATION PRACTICUM...Practicum

- **#1574 Section 01 [units: 1-6]**
  - Instructor Consent: Required
  - Start/End Dates: 05/27-08/15
  - Meeting Days: Arranged
  - Meeting Times: Arranged
  - Location: Arranged
  - Instructor: Richard W Mason

### Elementary/Middle

#### ELEMMID 324 TEACHING OF SCIENCE IN THE ELEMENTARY/MIDDLE SCHOOL...This course considers different teaching models, metacognitive tools, inquiry structures, assessment approaches, curriculum design, use of computer technology in elementary and middle school science instruction, and state and national science education standards. Issues of safety and accessibility are addressed as a part of curriculum planning for the science classroom.

- **#1573 Section 01 [units: 3]**
  - PREREQ: PROFESSIONAL EDUCATION ADMISSION. RESTRICTED TO STUDENTS WITH CURRICULUM ELEMENTARY EDUCATION MAJOR
  - Start/End Dates: 05/27-06/25
  - Meeting Days: Arranged
  - Meeting Times: Arranged
  - Location: Arranged
  - Instructor: Matthew E Vick

#### ELEMMID 362 CHILDREN'S LITERATURE...A study of literature for older children including fiction and non-fiction. Multi-media as related to literature, selection and usage are also explored.

- **#1211 Section 01 [units: 3]**
  - PREREQ: PROFESSIONAL EDUCATION ADMISSION. RESTRICTED TO STUDENTS WITH CURRICULUM ELEMENTARY EDUCATION MAJOR, EMPHASIS MC/EA OR LIBRARY MEDIA PUBLIC SPECIAL EMPHASIS OR LIBRARY MEDIA K-12 EMPHASIS MINOR
  - Start/End Dates: 05/27-06/13
  - Meeting Days: Arranged
  - Meeting Times: Arranged
  - Location: Arranged
  - Instructor: Andrea M O'Brien
ELEMID 363 THE TEACHING OF SOCIAL STUDIES IN THE ELEMENTARY/MIDDLE SCHOOL ... This course prepares preservice teachers to organize the social studies curriculum, construct strategies for instruction and to teach problem solving in the elementary and middle school. Additionally, the course gives attention to methods of pupil assessment, selection of instructional materials, use of different instructional media to facilitate learning among students with a wide range of abilities and various cultural backgrounds.
PREREQ: PROFESSIONAL EDUCATION ADMISSION. RESTRICTED TO STUDENTS WITH CURRICULUM ELEMENTARY EDUCATION MAJOR
#1522 Section 01 [units: 3] NOTE: This a web based course. An additional fee of $150 is required.
  06/16-07/03 Arranged Arranged WEB BASED Edric C Johnson

ELEMID 365 STRATEGIES FOR TEACHING VISUAL LITERACY ... The pervasiveness of the visual experience in contemporary life is indisputable. Whether one is engaged in the mundane coping with one’s surroundings; navigating a lived or virtual setting; acquiring new knowledge or being involved in gaming or entertainment all necessitate certain visual literacy skills. This course is a study of the means and methods of engaging elementary and middle school children in the skills and activities needed to develop the varied literacies needed to engage in their visual world.
PREREQ: ADMISSION TO PROFESSIONAL ED
#1210 Section 01 [units: 3]
  05/27-06/13 TWF 09:30 AM - 10:20 AM WH2008 Kristin A Goble
  05/27-06/13 MTWRF 10:45 AM - 01:25 PM WH2008 Patricia A Shaw

ELEMID 425 TEACHING MATHEMATICS IN THE ELEMENTARY/MIDDLE GRADES ... The student will be instructed in how to assist the elementary/middle pupil in his understanding of mathematics, will become acquainted with different pedagogical techniques to be used in the contemporary mathematics classroom and will be taught to devise evaluation techniques to measure their effectiveness.
PREREQ: COMPLETION OF MATH 149 WITH A GRADE OF C OR BETTER AND ADMISSION TO PROFESSIONAL EDUCATION OR BSE SPECIAL EDUCATION MAJOR WITH ADMISSION TO PROFESSIONAL EDUCATION
#1213 Section 01 [units: 3]
  05/27-06/13 MTWRF 10:45 AM - 01:25 PM WH4014 Wade A Tillett

*** GRADUATE LEVEL COURSES ***

ELEMID 562 CHILDREN'S LITERATURE ... A study of literature for older children including fiction and nonfiction. Multimedia as related to literature, selection and usage are also explored.
#1212 Section 01 [units: 3] NOTE: This is an entirely web-based course. An additional $50 per credit fee will be added to the registrant's bill.
  05/27-06/13 Arranged Arranged WEB BASED Andrea M O'Brien

Reading

READING 360 READING IN THE ELEMENTARY/MIDDLE SCHOOL ... This course is designed for the undergraduate student to examine the reading process. The principles and strategies of the approaches to reading instruction, beginning reading instruction, word recognition skills, vocabulary development, and special needs are also examined in detail.
PREREQ: PROFESSIONAL ED ADMISSION
#1214 Section 01 [units: 3] NOTE: 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.
  06/16-07/03 Arranged Arranged WEB BASED Patricia A Shaw

*** GRADUATE LEVEL COURSES ***

READING 764 FOUNDATIONS OF READING ... An overview of the elementary developmental reading program including the skills necessary for critical reading; development of appropriate attitudes and tastes, and adjustment of materials and methods to meet individual needs.
#1215 Section 01 [units: 3] NOTE: 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.
  06/16-07/15 Arranged Arranged WEB BASED Patricia A Shaw

READING 773 LITERACY RESEARCH: THEORY AND APPLICATION ... The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.
PREREQ: READING 764 AND READING 772 (FOR READING EMPHASIS) OR ESL 520 AND ESL 603 AND EITHER READING 764 OR READING 772 (FOR ESL/BILINGUAL EMPHASIS)
#1217 Section 01 [units: 3] NOTE: 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.
  05/27-06/15 Arranged Arranged WEB BASED Patricia A Shaw

READING 775 SYMPOSIUM IN READING EDUCATION ... The keystone of the course is the annual University of Wisconsin Reading Symposium on Factors Related to Reading Performance. The purpose of the symposium is to inform educators of current thinking on factors that appear to influence students' reading performance. The course will include attendance at the symposium and at additional class sessions. Repeatable.
#1842 Section 01 [units: 3] NOTE: This is a hybrid course with a portion of the class work being done on line. Students will be expected to register for and attend the UW-System Symposium on Reading on June 20 & 21 in Milwaukee, WI, at the Kliebahn Conference Center of Cardinal Stritch University, with additional on-campus meetings in Whitewater on June 18, June 25, and July 16. Reading materials are provided online by conference presenters, with the cost included in a separate conference registration fee. A conference program overview is available at http://www.stritch.edu/Reading-Research-Symposium-2014/. For more information contact John Zbikowski, zbikowski@uww.edu.
  06/16-07/25 W 04:30 PM - 07:00 PM John M Zbikowski
  06/16-07/25 Arranged Arranged WEB BASED John M Zbikowski
## Secondary Education

SECENDED 466 LITERACY STRATEGIES FOR CONTENT-AREA TEACHERS ... The principles, techniques and materials for literacy instruction in the middle/secondary schools with emphasis on application of skills within the various content areas.

PREREQ: EDFOUND 212 OR EDFOUND 222 OR EDFOUND 478 AND PROFESSIONAL ED ADMISSION

### Course Details

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## Educational Foundations

EDFOUND 212 EDUCATIONAL PSYCHOLOGY ... This course is designed primarily for secondary school teachers. Among the areas considered are the psychology of teaching, learning theories, memory, development, intelligence, creativity, individual differences, motivation, and classroom management.

PREREQ: PASSING SCORES ON AT LEAST TWO SECTIONS OF THE PPST AND A 2.75 COMBINED GPA. COREQ: CONCURRENT ENROLLMENT IN EDFNDPRC 210 AND EDFOUND 243, OR PERMISSION OF DEPARTMENT.

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EDFOUND 244 FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY ... This course is designed to prepare students to understand and teach in school settings with diverse populations. Attention will be directed to major educational issues; the experiences of students from diverse backgrounds, and the role of the teacher in a pluralistic society. Through an emphasis on historical, cultural, and sociological perspectives, students will understand how issues of diversity have shaped the educational experiences of different groups of Americans. For those seeking licensure in education, concurrent enrollment in EDFNDPRC 210 and EDFOUND 212 or EDFOUND 222, pass 2 portions of PPST and 2.75 combined GPA.

PREREQ: PASSING SCORES ON AT LEAST TWO SECTIONS OF THE PPST AND A 2.75 COMBINED GPA. COREQ: CONCURRENT ENROLLMENT IN EDFNDPRC 210 AND [ONE OF THE FOLLOWING: EDFOUND 222, EDFOUN 230, EDFOUND 478 OR EDFOUND 481]; OR PERMISSION OF THE DEPARTMENT.

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EDFOUND 424 MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL ... This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems.

PREREQ: JUNIOR STATUS AND ADMISSION TO PROFESSIONAL ED

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***GRADUATE LEVEL COURSES***

EDFOUND 481 HUMAN ABILITIES AND LEARNING ... This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity.

PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT CHAIR

#1407 Section 01 [units: 3]  
05/27-07/03 Arranged WEB BASED Michelle M Raasch

EDFOUND 498 INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable. Prereq: Sponsorship of instructor and permission of department.

#1816 Section 02 [units: 1-3]  
05/27-07/03 Arranged Arranged Pamela Rae Clinkenbeard GIFTED AND TALENTED EDUCATION

EDFOUND 624 MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL ... This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL EDUCATION ADMISSION

#1409 Section 01 [units: 3]  
05/27-06/13 MTWRF 02:00 PM - 04:30 PM WH3012 Mark P Schroeder

EDFOUND 625 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL ... This class is designed for special education, communicative disorders, and secondary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts and subject areas. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standard tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems specific to the secondary school setting.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL EDUCATION ADMISSION

#1410 Section 01 [units: 3]  
05/27-06/13 MTWRF 02:00 PM - 04:30 PM WH3012 Mark P Schroeder

EDFOUND 681 HUMAN ABILITIES AND LEARNING ... This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity.

PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT

#1412 Section 01 [units: 3]  
05/27-07/03 Arranged Arranged WEB BASED Michelle M Raasch

EDFOUND 710 EDUCATION IN A PLURALISTIC SOCIETY ... An examination of the sociohistorical, political, and philosophic forces which influence the institution of schooling in the United States. Particular attention will be focused on the role of the school and the teacher specific to a pluralistic society.

#1414 Section 01 [units: 3]  
NOTE: This course is primarily web-based and delivered through Desire2Learn. We will meet face-to-face on the first and last days of the term. Access to the course will be given via e-mail once you have registered for the course. For more information, please contact Laura Porterfield via e-mail at porterfl@uww.edu.

05/27-06/13 Arranged Arranged WEB BASED Laura K Porterfield

05/28 W 05:00 PM - 07:30 PM WH3011 Laura K Porterfield

06/12 R 05:00 PM - 07:30 PM WH3011 Laura K Porterfield

EDFOUND 760 COMPARATIVE EDUCATION & SUPERVISED OVERSEAS FIELDWORK ... This course is designed to provide experienced teachers and others with the opportunity to study comparative education in overseas schools or other educational agencies. This is an individualized program, including the opportunities to travel, meet, and work with professional educators in countries around the world. Repeatable for a maximum of 12 credits in major/degree. Repeatable in another country. PREREQ: Consent of instructor.

#1417 Section 01 [units: 1-6]  
05/27-07/25 Arranged Arranged Kathleen O Elliott

05/27-07/25 Arranged Arranged Jennifer L Petersen

EDFOUND 780 READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH ... The course provides practicing teachers with background in the processes of reading, analyzing, and evaluating research in the field of education. The emphasis is on development of skills in understanding how educational research is conducted, and in knowledge and skills needed to evaluate research writing in educational journals.

#1415 Section 01 [units: 3]  
07/07-08/15 Arranged Arranged Scott J Peters

07/10 R 09:00 AM - 03:00 PM WH3010 Scott J Peters

07/24 R 09:00 AM - 03:00 PM WH3010 Scott J Peters

08/07 R 09:00 AM - 03:00 PM WH3010 Scott J Peters
### EDFOUN 781 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION

An overview of the history and current research on giftedness and talent. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education. Readings will emphasize multicultural issues at local, state, national and international levels.

**PREREQ:** GRADUATE STANDING

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### Educational Foundations Practicum

**EDFNPDRC 210 INTRODUCTION TO EDUCATION AND TEACHING**
This course introduces prospective teachers to the teaching profession, educational philosophies, and the structure of schools. It includes a fieldwork component that complements classroom instruction. Offered on a letter grade basis only. Repeatable.

**PREREQ:** PASS TWO SECTIONS OF PPST AND 2.75 COMBINED GPA. **COREQ:** EDFOUN 243 AND [ONE OF FOLLOWING: EDFOUN 222, EDFOUN 230, EDFOUN 212 OR EDFOUN 481] OR PERMISSION OF DEPARTMENT.

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### EDFNPDRC 411 LIBRARY PRACTICE
Students combine study of public library governance and law, financial management, collection development and programming and knowledge and skills from prior library coursework with experience in a small public library to apply theory to practice. Offered on a satisfactory/no credit grade basis only.

**PREREQ:** LIMEDIA 350, LIMEDIA 451, LIMEDIA 454 OR CONSENT OF INSTRUCTOR

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### Library Media

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

**LIMEDIA 641 INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES**
This course prepares students to identify, critically select and use available library hardware and software through the process of analysis of needs, design and evaluation of currently available systems and services.

**PREREQ:** LIMEDIA 634 OR CONSENT OF INSTRUCTOR

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**LIMEDIA 654 LIBRARY ADMINISTRATION**
The theories, principles and processes underlying the organization and administration of school and public library services: planning, organizing staffing, budgeting, acquiring, and accessing resources, evaluating, scheduling, promoting and marketing, equipping, housing and policy development. Emphasis is on planning, leadership, working toward change and the new roles and responsibilities of the library professional.

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LIBMEDIA 792C SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED ... This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and in work in their own schools. Students create a portfolio demonstrating mastery of program competencies. Prereq: Graduate status, review of portfolio and consent of instructor, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

#1420 Section 01 [units: 3] Instructor Consent
  05/27-08/15 Arranged Arranged Myragene Pettit
  P/F Grading Basis Only

LIBMEDIA 793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM ... Supervised field experience in elementary library media center. Prereq: Graduate status, application and portfolio review, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

#1421 Section 01 [units: 3] Instructor Consent
  05/27-08/15 Arranged Arranged Myragene Pettit
  P/F Grading Basis Only

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM ... Supervised field experience in elementary library media center. Prereq: Graduate status, application and portfolio review, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

#1422 Section 01 [units: 3] Instructor Consent
  05/27-08/15 Arranged Arranged Myragene Pettit
  P/F Grading Basis Only

HEALTH, PHYSICAL EDUCATION, RECREATION AND COACHING

COACHING 240 INTRODUCTION TO COACHING ... A course designed to introduce undergraduate students to the profession of coaching. The nature of the profession, qualifications, skills and issues relative to the profession will be explored.

#1387 Section 01 [units: 2] NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Dianne C. Jones via e-mail at jonesd@uww.edu. Required additional course fee is $50.00 per unit.
  06/16-07/03 Arranged Arranged WEB BASED Dianne C Jones

#1388 Section 02 [units: 2] NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Michael Johnson via e-mail at JohnsonMJ03@uww.edu. Required additional course fee is $50.00 per unit.
  07/07-07/25 Arranged Arranged WEB BASED Michael J Johnson

COACHING 256 PSYCHO-SOCIAL ASPECTS OF COACHING ... A study of the social and psychological factors that impact athletic performance. Theoretical and applied perspectives will be explored from a coaching framework.

#1389 Section 01 [units: 2] NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Dianne C. Jones via e-mail at jonesd@uww.edu. Required additional course fee is $50.00 per unit.
  07/07-07/25 Arranged Arranged WEB BASED Dianne C Jones

COACHING 260 HISTORY AND SOCIAL ASPECTS OF ATHLETICS ... This course is designed to deal with the historical and sociological aspects of athletics as they pertain to everyday living. Emphasis will be directed toward the social aspects and historical implications. Areas to be covered include those of socio-economic relationships, building athletics into an American heritage, industrial revolution, athletics and the school, and the future of athletics in our society.

#1390 Section 01 [units: 3] NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Dianne C. Jones via e-mail at jonesd@uww.edu. Required additional course fee is $50.00 per unit.
  06/16-07/25 Arranged Arranged WEB BASED Dianne C Jones

COACHING 265 COACHING OF COMMUNITY SPONSORED SPORTS ... Designed for men and women who wish to take part in the coaching of community sponsored sports. The role of community sponsored sports in the total picture of a young person’s development, the organization and administration, and the actual coaching of community sponsored sports will be covered.

#1798 Section 01 [units: 3]
  06/16-07/25 Arranged Arranged WEB BASED Patrick J Miller

COACHING 460 ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS ... This course is designed for those individuals who wish to become athletic coaches or administrators. The organization and administration of an athletic program will be covered.

PREREQ: COACHING 240, COACHING 250, COACHING 255, COACHING 256, COACHING 461 AND 2 CREDITS IN COACHING 350-COACHING 361

#1391 Section 01 [units: 2] NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Keri Carollo via e-mail at carollok@uww.edu. Required additional course fee is $50.00 per unit.
  06/16-07/25 Arranged Arranged WEB BASED Keri L Carollo
COACHING 490 WORKSHOP IN INTERCOLLEGIATE OR INTERSCHOLASTIC ATHLETICS ... Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Repeatable for a maximum of 6 credits in major. Prereq: Consent of advisor or department chair.

#1424 Section 01 [units: 3]
06/13 F 1:00 PM - 5:00 PM SA0011 Andrew E Kotelnicki Org, impl & Dev - Sum F8 Camp
06/16-06/18 MTW 8:00 AM - 9:00 PM SA0011 Andrew E Kotelnicki
06/19 R 10:00 AM - 12:00 PM SA0011 Andrew E Kotelnicki
06/20 F 1:00 PM - 5:00 PM SA0011 Andrew E Kotelnicki
06/23-06/25 MTW 8:00 AM - 9:00 PM SA0011 Andrew E Kotelnicki
06/26 R 10:00 AM - 12:00 PM SA0011 Andrew E Kotelnicki

COACHING 492 FIELD STUDY IN COACHING ... Field study in coaching provides undergraduate students with a supervised capstone experience in coaching. Students will be placed with department approved university/public/private/community teams/programs to obtain practical experience in the sport(s) of their choice. The site selection will be consistent with the professional objectives selected by the student. Prereq: Consent of department chair.

#1425 Section 03 [units: 3]
06/11-08/06 Arranged Arranged WC0184 Patrick J Miller Sport Camp Observ/Participation

COACHING 498 INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable for a maximum of 4 credits in major. Prereq: Consent of advisor or department chair.

#1426 Section 04 [units: 3]
06/16-08/15 MTW 4:00 PM - 5:15 PM WC0184 Lee T Munger Tec/Activities - Sport Training

*** GRADUATE LEVEL COURSES ***

COACHING 660 ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS ... This course is designed for those individuals who wish to become athletic coaches or administrators. The place of athletics education and the organization and administration of an athletic program will be covered. A research paper dealing with an appropriate topic will be required.

#1392 Section 01 [units: 2]
NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Keri Carollo via e-mail at carollok@uww.edu. Required additional course fee is $50.00 per unit.
06/16-07/25 Arranged Arranged WEB BASED Keri L Carollo

COACHING 793 PRACTICUM ... Practicum

#1347 Section 01 [units: 1-6]
05/27-08/15 Arranged Arranged Kelly S Witte

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

#1348 Section 01 [units: 1-3]
05/27-08/15 Arranged Arranged Kelly S Witte

COACHING 799 THESIS RESEARCH ... Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

#1349 Section 01 [units: 1-6]
05/27-08/15 Arranged Arranged P/F Grading Basis Only

Health Education

HEALTHED 280 INTRODUCTION TO HEALTH EDUCATION AND PROMOTION ... This course is the designated gateway course required for students who choose to minor in health education or health promotion and should be taken within the first 6 units of declaring a health minor or pursuing health licensure requirements. It serves as an introduction to knowledge, research, and application of skills necessary for helping others with health behavior changes, while creating healthier environments in the home, school, workplace, and community.

#1350 Section 01 [units: 2]
NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Brandi Niemeier via e-mail at niemeieb@uww.edu. Online fee of $50.00 per unit applies.
06/16-07/03 Arranged Arranged WEB BASED Kimberly D Turner

HEALTHED 362 STRESS MANAGEMENT ... The course explains what stress is, its various causes, and its effects. It helps develop a personal "Stress Profile" which enables the participants to pinpoint the specific sources and manifestations of stress and tension. The course shows how to combine biofeedback, relaxation techniques, exercise, diet, and other skills into an individualized "Stress Management System" that will help individuals feel healthier and cope better with daily pressure.

PREREQ: SOPHOMORE/JUNIOR/SENIOR STATUS

#1351 Section 01 [units: 3]
NOTE: This is a hybrid course using Desire2Learn (D2L) and other technology for delivery of part of the course.
07/08 T 8:30 AM - 4:00 PM WC0184 Ann W Garvin
07/15 T 8:30 AM - 4:00 PM WC0184 Ann W Garvin
07/23 W 8:30 AM - 4:00 PM WC0184 Ann W Garvin

[Summer 2014 UWW Class Listing > College of Education -- Page 11 / 26]
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<td>RESEARCH IN HEALTH AND PHYSICAL ACTIVITY</td>
<td>The content of this course is from a psychophysiological perspective. Emphasis will be placed on research involving the effects of physical activity on psychological states and traits as well as how affect influences performance. Topic will include research design, motivation and adherence, attention, arousal, overtraining, behavior change, personality dynamics, and mental health.</td>
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<td>FIELD STUDY: HEALTH</td>
<td>Studies designed to increase the student’s understanding of specific areas of health through involvement in off-campus experiences such as elementary or secondary schools, health volunteer agencies, or health maintenance organizations under the direction of department instructors. Repeatable.</td>
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<td>SPECIAL STUDIES</td>
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<td>INDEPENDENT STUDY</td>
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<td>STRESS MANAGEMENT</td>
<td>The course explains what stress is, its various causes and its effects. It helps develop a personal “Stress Profile” which enables the participants to pinpoint the specific sources and manifestations of stress and tension. The course shows how to combine biofeedback, relaxation techniques, exercise, diet, and other skills into an individualized &quot;Stress Management System&quot; that will help individuals feel healthier and cope better with daily pressure.</td>
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### Physical Education General

**PEGRNL 192 PERSONAL HEALTH AND FITNESS FOR LIFE** ... An activity course which develops students understanding of the importance of a healthy lifestyle, while experiencing the choices available. Students will develop a basic understanding of creating and/or assessing healthy and safe exercise program(s) relative to their goals and needs.

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<th>Location</th>
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<th>Course Topic (if applicable)</th>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Karen L Barak via e-mail at <a href="mailto:barakk@uww.edu">barakk@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Chad Kelsey via e-mail at <a href="mailto:kelsey@uww.edu">kelsey@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact John A hadlin via e-mail at <a href="mailto:hadlinj@uww.edu">hadlinj@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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### Physical Education Professional

**PEPROF 177 FUNDAMENTALS OF TRACK AND FIELD** ... Designed to teach the physical education major/minor the basic skills, knowledge, strategies and mechanical principles relative to track and field.

**PREREQ: PHYSICAL EDUCATION MAJORS AND/OR RECREATION MINORS**

<table>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Chad Kelsey via e-mail at <a href="mailto:kelsey@uww.edu">kelsey@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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<td>Chad Kelsey</td>
<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Michael Laughlin via e-mail at <a href="mailto:laughlin@uww.edu">laughlin@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Michael Laughlin via e-mail at <a href="mailto:laughlin@uww.edu">laughlin@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Michael Laughlin via e-mail at <a href="mailto:laughlin@uww.edu">laughlin@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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<td>NOTE: This course is totally web-based and delivered through Desire2Learn. Access to the course will be given via e-mail once you have registered for the course. For information about the course contact Kathleen A Happel via e-mail at <a href="mailto:happelk@uww.edu">happelk@uww.edu</a>. Required additional course fee is $50.00 per unit.</td>
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**PEPROF 475 ADAPTED PHYSICAL EDUCATION** ... A study of the problems of the atypical child in relation to the physical education activity program. Emphasis is placed on the atypical child in the public school. Areas studied include postural deviations, orthopedic and neurological disabilities, sensory handicaps, the mentally handicapped and the behaviorally deviant child.

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**PEPROF 492 FIELD STUDY** ... A course designed to increase the student's understanding of a specific area of recreation through involvement in an off-campus internship at a recognized Physical Education agency or business which is suited to the student's area of interest. Repeatable. Prereq: Junior status or consent of department chair.

**PREREQ: JUNIOR/SENIOR STATUS**

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<td>Kathleen A Happel</td>
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**PEPROF 493 HEALTH, HUMAN PERFORMANCE & RECREATION INTERNSHIP** ... The internship is a culminating learning experience for students studying in Health, Physical Education, and Recreation. This experience allows students the opportunity to practice the application of theory and apply the knowledge acquired through academic preparation. The internship is an in-depth supervised work and study experience, preferably at the supervisor or mid-management level, where the student has a degree of responsibility for planning, directing and supervising the work of others. A desired result of this course design is to stimulate good judgement and sound decisions while improving problem solving, communication, human development and relation building skills.

**PREREQ: PEP 209, WITHIN 9 CREDITS OF COMPLETING MAJOR AND MINOR, APPLICATION MATERIALS FILED BY DUE DATES SEMESTER PRIOR TO PLACEMENT, AND CONSENT OF PROGRAM COORDINATOR**

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### Graduate Level Courses

#### PEPROF 498 INDEPENDENT STUDY
- Study of a selected topic or topics under the direction of a faculty member. Repeatable for a maximum of 3 credits in major/degree.
- **Prereq:** PHY ED MAJORS OR MINORS AND 2.75 GPA OR DEPARTMENT CONSENT
- **COURSE TOPIC:** WEB BASED
- **Location:** Arranged
- **Instructor:** KRISTINA M NAVARRO

#### PEPROF 675 ADAPTED PHYSICAL EDUCATION
- A study of the problems of the atypical child in relation to the physical education activity program.
- Emphasis is placed on the atypical child in the public school. Areas studied include postural deviations, orthopedic and neurological disabilities, sensory handicaps, the mentally handicapped and the behaviorally deviant child.
- **Prereq:** JUNIOR/SENIOR STATUS or consent of department chair.
- **COURSE TOPIC:** WEB BASED
- **Location:** Arranged
- **Instructor:** KRISTINA M NAVARRO

### Recreation

#### RECREATN 360 AGING AND LEISURE
- Examine conceptualizations of leisure and aging in the leisure and gerontological literature, examines the benefits of exercise for older persons, and the process of developing an exercise program for older persons as well as examining the benefits of other leisure areas such as the arts, education and outdoor recreation.
- **Prereq:** JUNIOR/SENIOR STATUS
- **COURSE TOPIC:** Arranged
- **Location:** Arranged
- **Instructor:** STEVEN J ALBRECHTSEN

#### RECREATN 388 SPECIAL EVENTS MANAGEMENT
- This course examines local, national and international special events from an international perspective. Skills and knowledge required by professionals involved in Event Management (such as conceptualization, project management, staffing, budget operation, marketing plans, sponsorship, facility operation, and risk management) will be addressed through readings, lectures, and assignments.
- **Prereq:** JUNIOR/SENIOR STATUS
- **COURSE TOPIC:** WEB BASED
- **Location:** Arranged
- **Instructor:** KRISTINA M NAVARRO

#### RECREATN 489 MANAGING RECREATIONAL SPORT PROGRAMS
- A study of recreational management concepts in the areas of human resources, facility operations, budget development, marketing, public relations, policy development, and program service design.
- **Prereq:** JUNIOR STANDING OR INSTRUCTORS OR DEPARTMENT CONSENT
- **COURSE TOPIC:** WEB BASED
- **Location:** ARRANGED
- **Instructor:** KRISTINA M NAVARRO

#### RECREATN 492 FIELD STUDY: RECREATION
- A course designed to increase the student’s understanding of a specific area of recreation through involvement in an off-campus internship at a recognized recreational agency or business which is suited to the student’s area of interest. Repeatable for a maximum of 12 credits in major/degree. Prereq: Jr status or consent of department chair.
- **Prereq:** JUNIOR/SENIOR STATUS
- **COURSE TOPIC:** WEB BASED
- **Location:** ARRANGED
- **Instructor:** KRISTINA M NAVARRO
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Units</th>
<th>Start/End Dates</th>
<th>Meeting Days</th>
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<th>Location</th>
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<th>Course Topic (if applicable)</th>
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<tr>
<td>EDUINDP 323</td>
<td>01</td>
<td>1</td>
<td>05/27-08/15</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Anne K Tillett</td>
<td>ECE4U</td>
<td>REFLECTIVE SEMINAR: APPLICATION OF ISSUES IN EARLY CHILDHOOD EDUCATION ... 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 content of 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</td>
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<td>EDUINDP 410</td>
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<td>WEB BASED</td>
<td>Anne K Tillett</td>
<td>ECE4U</td>
<td>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.</td>
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<td>OFF CAMPUS</td>
<td>Brooke N Winchell</td>
<td>ECE4U</td>
<td>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.</td>
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<td>EDUINDP 441</td>
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<td>OFF CAMPUS</td>
<td>Brooke N Winchell</td>
<td>ECE4U</td>
<td>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</td>
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<tr>
<td>EDUINDP 443</td>
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<td>ECE4U</td>
<td>LEADERSHIP IN EARLY CHILDHOOD EDUCATION ... This two credit hybrid based course will explore leadership development, with an emphasis on the challenges faced by educational leaders. As a hybrid course, students are expected fully engage in the learning process in class, independently and on-line (reading, reflecting, discussing, writing, thinking and problem solving both individually and as an active team member). PREREQ: ADMISSION TO EARLY CHILDHOOD PROGRAM</td>
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<tr>
<td>EDUINDP 498</td>
<td>01</td>
<td>1</td>
<td>05/27-08/15</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Craig G Wucivic</td>
<td>DRIVER'S EDUCATION</td>
<td>INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable.</td>
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| EDUINDP 498 | 02      | 1     | 05/27-08/15     | Arranged     | OFF CAMPUS   | Carrie P Lencho | ENVIRONMENTAL EDUCATION | INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable. | #1802 | Section 02 | [units: 1] | NOTE: This course will meet June 25 & 26, 8:30am-4:15pm, at the Wehr Nature Center in Franklin, WI | 06/25-06/26 | WR | 08:30 AM - 04:15 PM | OFF CAMPUS | Carrie P Lencho | 06/19-06/20 | RF | 09:00 AM - 03:00 PM | WH2013 | Dona Yahola | 06/19-06/20 | RF | 09:00 AM - 03:00 PM | WH2013 | Carrie P Lencho | CONTEMPORARY INDIAN ISSUES | CONTEMPORARY INDIAN ISSUES | | *** GRADUATE LEVEL COURSES ***}
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<th>Start/End Dates</th>
<th>Meeting Days</th>
<th>Meeting Times</th>
<th>Location</th>
<th>Instructor</th>
<th>Consent</th>
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<tr>
<td>EDUINDP 610</td>
<td>Creating Professional Development Plans</td>
<td>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.</td>
<td>07/28-08/15</td>
<td>Arranged</td>
<td>Arranged</td>
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<td>Marie Benson</td>
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<tr>
<td>EDUINDP 612</td>
<td>Verification of the Professional Development Plan</td>
<td>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.</td>
<td>07/28-08/15</td>
<td>Arranged</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Marie Benson</td>
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<tr>
<td>EDUINDP 724</td>
<td>Planning for Change: Seminar in Research, Practice and Voice</td>
<td>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.</td>
<td>05/27-07/25</td>
<td>Arranged</td>
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<td>Kristin A Goble</td>
<td>P/F Grading Basis Only</td>
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<tr>
<td>EDUINDP 726</td>
<td>Capstone Advising I: Project Planning and Review of Literature</td>
<td>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.</td>
<td>05/27-07/25</td>
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<td>Matthew E Vick</td>
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<td>PERSONAL AND PUBLIC SAFETY</td>
<td>05/27-08/13</td>
<td>Carl C Meredith</td>
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<td>SAFETY 255</td>
<td>ALCOHOL AND OTHER DRUGS</td>
<td>05/27-08/13</td>
<td>Deborah Bowen</td>
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<tr>
<td>SAFETY 260</td>
<td>BASIC TRAFFIC SAFETY</td>
<td>05/27-08/13</td>
<td>Craig G Wucivic</td>
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<td>SAFETY 380</td>
<td>INDUSTRIAL ACCIDENT PREVENTION</td>
<td>05/27-08/13</td>
<td>Craig G Wucivic</td>
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<td>SAFETY 450</td>
<td>BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION</td>
<td>05/27-08/13</td>
<td>Alvaro D Taveira</td>
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<tr>
<td>LDRSHP 498</td>
<td>INDEPENDENT STUDIES</td>
<td>05/27-06/13</td>
<td>Carl C Meredith</td>
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### LEADERSHIP, MILITARY SCIENCE AND AEROSPACE STUDIES

#### Occupational and Environmental Safety & Health

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<tr>
<td>SAFETY 453</td>
<td>FUNDAMENTALS OF ENVIRONMENTAL LAW</td>
<td>Examinations of federal and state laws with judicial and regulatory interpretations having application to the management of the occupational and environmental safety &amp; health responsibilities of private sector firms in the United States.</td>
<td>PREREQ: JUNIOR STANDING OR CONSENT OF INSTRUCTOR</td>
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<tr>
<td>SAFETY 461</td>
<td>PROBLEMS AND MATERIALS OF DRIVER EDUCATION</td>
<td>Emphasis placed on driver and traffic safety education professional issues and classroom curriculum methods and resources. Organization and administration of the high school program will also be examined.</td>
<td>PREREQ: SAFETY 260 OR CONSENT OF INSTRUCTOR</td>
</tr>
<tr>
<td>SAFETY 464</td>
<td>TECHNIQUES OF LABORATORY INSTRUCTION</td>
<td>A variable credit course designed to provide the student with the techniques of the in-car, simulation, and multiple car methods of laboratory instruction. Practical experience with beginning drivers will be arranged. Credit is determined by number of phases of laboratory instruction in which student participates.</td>
<td>PREREQ: SAFETY 461 OR CONSENT OF INSTRUCTOR</td>
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<tr>
<td>SAFETY 470</td>
<td>SEMINAR-SAFETY</td>
<td>This seminar will provide emphasis on independent study research and inquiry and an opportunity for discussion and evaluation of professional internship experiences.</td>
<td>PREREQ: DEPARTMENT APPROVAL REQUIRED; COREQ: ENROLLMENT IN SAFETY 492 AND 2.50 CUM GPA</td>
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<tr>
<td>SAFETY 481</td>
<td>ANALYSIS AND DESIGN FOR SAFETY IN INDUSTRIAL OPERATIONS</td>
<td>The course examines the need for an interpretation of occupational safety and health standards. Emphasis placed on local, state, federal and association standards to numerous applications including materials handling and storage, powered industrial trucks, machine guarding, working with hot and cold metals, welding and cutting, electrical hazards and flammable and combustible liquids. Class visitations to selected industries will be scheduled to assist students in understanding industrial and plant processes and to recognize potential hazards.</td>
<td>PREREQ: SAFETY 380, SAFETY 479 AND SAFETY 488</td>
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<td>SAFETY 488</td>
<td>ERGONOMICS</td>
<td>This course is intended to provide the student with basic introductory information concerning human information processing capabilities and limitations. Ergonomic strategies for preventing manual material handling, repetitive motion injury and ergonomic design and evaluation of man-machine systems will be included in the course.</td>
<td>Prereq: Consent of Instructor.</td>
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<tr>
<td>SAFETY 492</td>
<td>FIELDWORK INTERNSHIP IN SAFETY</td>
<td>Offered on a satisfactory/no credit grade basis only. Internship students will be assigned to a company or governmental agency according to their interests to study in the field under the joint direction of the organization’s Safety Manager and a University Supervisor. Students will be required to work with administrative and operational personnel at various levels. Written documentation of experiences will be required.</td>
<td>PREREQ: CONSENT OF COORDINATOR OF FIELD EXPERIENCES AND CONCURRENT ENROLLMENT IN SAFETY 470 AND CUM GPA 2.50 OR HIGHER</td>
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**Meeting Details:**
- **SAFETY 453:**
  - Start Date: 06/16/07
  - End Date: 07/03/07
  - Meeting Days: MTWRF
  - Meeting Times: 10:00 AM - 12:45 PM
  - Location: HH1307
  - Instructor: Edward A Kapp

- **SAFETY 461:**
  - Start Date: 06/16/08
  - End Date: 08/15/08
  - Meeting Days: M
  - Meeting Times: 02:35 PM - 03:00 PM
  - Location: HH1307
  - Instructor: Craig G Wucivic

- **SAFETY 464:**
  - Start Date: 05/27/08
  - End Date: 07/03/08
  - Meeting Days: MW
  - Meeting Times: 01:00 PM - 05:00 PM
  - Location: HH1309
  - Instructor: Todd W Loushine

- **SAFETY 470:**
  - Start Date: 05/27/08
  - End Date: 08/15/08
  - Meeting Days: F
  - Meeting Times: 01:30 PM - 04:00 PM
  - Instructor: Edward A Kapp

- **SAFETY 481:**
  - Start Date: 05/27/08
  - End Date: 08/15/08
  - Meeting Days: Arranged
  - Meeting Times: Arranged
  - Location: WEB BASED
  - Instructor: Sang D Choi

- **SAFETY 488:**
  - Start Date: 05/27/08
  - End Date: 08/15/08
  - Meeting Days: Arranged
  - Meeting Times: Arranged
  - Location: S/NC Grading Basis Only
  - Instructor: Edward A Kapp
SAFETY 498  INDEPENDENT STUDY  ... Study of a selected topic or topics under the direction of a faculty member. May be taken for a maximum of 3 units in major/degree.

PREREQ: CONSENT OF INSTRUCTOR AND JUNIOR STATUS AND OCCUPATIONAL SAFETY MAJOR OR MINOR

#1640  Section 01  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Kwangseog Ahn

#1641  Section 02  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Deborah C Bowen

#1642  Section 03  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Sang D Choi

#1643  Section 04  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Edward A Kapp

#1644  Section 05  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Todd W Loushine

#1645  Section 06  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Alvaro D Taveira

#1646  Section 07  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Donna J Vosburgh

#1647  Section 08  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Craig G Wucivic

### GRADUATE LEVEL COURSES ###

SAFETY 650  BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION  ... Selected theories of accident causation and countermeasures are studied. Examination of physiological, medical, psychological, and sociological factors which influence behavior, and methods for modifying unsafe behavior. Prereq: Consent of instructor.

#1236  Section 01  [units: 3]  NOTE: This is an entirely web based section taught out of D2L, students must have internet access. For information and questions, email Alvaro Taveira at taveiraa@uww.edu. Required additional course fee of $150.00
  05/27-06/13  Arranged  WEB BASED  Alvaro D Taveira

SAFETY 661  PROBLEMS AND MATERIALS OF DRIVER EDUCATION  ... Emphasis is placed on driver and traffic safety education professional issues and classroom curricular content, methods and resources. Organization and administration of the high school program will also be examined. Prereq: Consent of instructor.

PREREQ: SAFETY 260 OR CONSENT OF INSTRUCTOR

#1235  Section 01  [units: 3]  NOTE: First class is an organizational meeting only, all other classes are arranged. Hybrid class
  06/16-08/15  M  02:35 PM - 03:00 PM  HH1307  Craig G Wucivic

SAFETY 688  ERGONOMICS  ... This course is intended to provide the student with basic introductory information concerning human information processing capabilities and limitations. Ergonomic strategies for preventing manual material handling, repetitive motion injury and ergonomic design and evaluation of man-machine systems will be included in the course. Prereq: Consent of instructor.

#1234  Section 01  [units: 3]  NOTE: This is an entirely web based section taught out of D2L, students must have internet access. For information and questions, email Sang Choi at chois@uww.edu. Required additional course fee of $150.00
  06/16-07/25  Arranged  WEB BASED  Sang D Choi

SAFETY 789  READINGS AND RESEARCH IN SAFETY  ... Students will examine research and professional issues and apply the information to a problem of their choice. This course will be required of students who choose the non-thesis option of the M.S. in Safety. In lieu of a thesis, students will complete this course and 33 additional graduate credits. This course will provide a "capstone" graduate program experience.

#1648  Section 01  [units: 3]  Instructor Consent
  05/27-08/15  Arranged  Kwangseog Ahn

#1649  Section 021  [units: 3]  Instructor Consent
  05/27-08/15  Arranged  Sang D Choi

#1650  Section 03  [units: 3]  Instructor Consent
  05/27-08/15  Arranged  Edward A Kapp

#1651  Section 04  [units: 3]  Instructor Consent
  05/27-08/15  Arranged  Todd W Loushine

#1652  Section 05  [units: 3]  Instructor Consent
  05/27-08/15  Arranged  Alvaro D Taveira

#1653  Section 06  [units: 3]  Instructor Consent
  05/27-08/15  Arranged  Donna J Vosburgh

SAFETY 793  PRACTICUM  ... Safety Studies Practicum.

#1639  Section 01  [units: 1-6]  Instructor Consent
  05/27-08/15  Arranged  Edward A Kapp

P/F Grading Basis Only

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

#1655  Section 01  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Kwangseog Ahn

#1656  Section 02  [units: 1-3]  Instructor Consent
  05/27-08/15  Arranged  Sang D Choi
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**SAFETY 799 THESIS RESEARCH** ... Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

<table>
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<th>[units: 1-6]</th>
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<td>Donna J Vosburgh</td>
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**SPECIAL EDUCATION**

**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.

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<tr>
<th>Class#</th>
<th>Section 01</th>
<th>[units: 3]</th>
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<td>07/28-08/15</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Brooke N Winchell</td>
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</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 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

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<tr>
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<tr>
<td>06/16-07/25</td>
<td>Arranged</td>
<td>WEB BASED</td>
<td>Ozalle M Toms</td>
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**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

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<thead>
<tr>
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<td>07/07-07/25</td>
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<td>WEB BASED</td>
<td>Nomsa Gwalla-Ogisi</td>
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</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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

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<th>Class#</th>
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<td>06/16-07/03</td>
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<td>WEB BASED</td>
<td>Sharon M Kolb</td>
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SPED 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.

PREREQ: SPED 325 AND ADMISSION TO PROFESSIONAL EDUCATION

#1249 Section 01 [units: 3] NOTE: This is a web based course.
07/28-08/15 Arranged Arranged WEB BASED Kelly L Jewell

SPED 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: SPED 426 RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#1243 Section 01 [units: 3]
06/16-07/25 MWF 10:45 AM - 01:00 PM WH2005 Kathryn J Casey

SPED 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: SPED MAJOR, 2.75 GPA, 2 PORTIONS PPST, SPED 205 OR SPED MINOR, SPED 205, PROF ED OR PHYS ED K-12, SPED 205, PROF ED OR COMDIS, SPED 205, PROF ED

#1241 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.
05/27-06/13 Arranged Arranged WEB BASED Kelly L Jewell

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

#1244 Section 01 [units: 3]
07/28-08/15 MTWRF 10:45 AM - 01:25 PM WH2014 David M Gordon

SPED 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 instructional strategies for teaching the development and fluency aspects of composition.

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

#1739 Section 01 [units: 3] NOTE: This is a hybrid course comprised of classroom meetings and online instruction. The instructor will provide you will additional information at the first class meeting.
05/27 T 05:15 PM - 07:45 PM WH2005 Amy Griffith
05/31 S 09:00 AM - 04:00 PM WH2005 Amy Griffith
06/03 T 05:15 PM - 07:45 PM WH2005 Amy Griffith
06/07 S 09:00 AM - 04:00 PM WH2005 Amy Griffith
06/10 T 05:15 PM - 07:45 PM WH2005 Amy Griffith

SPED 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.

#1784 Section 01 [units: 3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2014 semester.
07/07-07/31 MTWRF 12:30 PM - 03:00 PM HH2301 Giorgianne Maziarka TRANSITIONING SUCCESSFULLY

#1785 Section 02 [units: 3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2014 semester.
07/07-07/31 MTWRF 12:30 PM - 03:00 PM HH2305 Karen A Fisher TRANSITIONING SUCCESSFULLY

#1786 Section 03 [units: 3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2014 semester.
07/07-07/31 MTWRF 12:30 PM - 03:00 PM HH2307 Scott Ritter TRANSITIONING SUCCESSFULLY

#1787 Section 04 [units: 3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2014 semester.
07/07-07/31 MTWRF 12:30 PM - 03:00 PM HH2314 Eric Steven Mueller TRANSITIONING SUCCESSFULLY

#1790 Section 01 [units: 1] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2014 semester.
06/16-07/03 Arranged Arranged James C Collins ASSESSMENT ADMIN & INTERPRET

#1797 Section 02 [units: 3] NOTE: Restricted to students attending the Summer Transition Program and admitted to UW-Whitewater for the Fall 2014 semester.
05/27-06/13 Arranged Arranged Brooke N Winchell CURR MTHDS 4 CHILD W/MLTPL DIS
### GRADUATE LEVEL 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**

| #1269 | 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. |
| 07/07-07/25 | Arranged | Arranged | WEB BASED | Nomsa 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**

| #1266 | 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. |
| 06/16-07/03 | Arranged | Arranged | WEB BASED | Sharon M Kolls |

**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**

| #1251 | Section 01 | [units: 3] |
| 06/16-07/25 | MWF | 10:45 AM - 01:00 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: PRAXIS II, NO 'Y'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 793 A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, SPECFLD 793F, OR SPECFLD 793G**

| #1257 | Section 01 | [units: 2] |
| 05/27-06/15 | Arranged | Arranged | To Be Arranged |

**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.

**RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

| #1254 | Section 01 | [units: 3] |
| 07/28-08/15 | MTWRF | 10:45 AM - 01:25 PM | David M Gordon |

**SPECED 687** 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 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**

| #1260 | Section 01 | [units: 3] | 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. |
| 05/27 | T | 05:15 PM - 07:45 PM | WH2005 | Amy Griffith |
| 05/31 | S | 09:00 AM - 04:00 PM | WH2005 | Amy Griffith |
| 06/03 | T | 05:15 PM - 07:45 PM | WH2005 | Amy Griffith |
| 06/07 | S | 09:00 AM - 04:00 PM | WH2005 | Amy Griffith |
| 06/10 | T | 05:15 PM - 07:45 PM | WH2005 | Amy Griffith |

**SPECED 700** 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.

**PREREQ: ADMISSION TO PROFESSIONAL ED**

| #1273 | Section 01 | [units: 3] | NOTE: This is a hybrid course comprised of classroom meetings and online instruction. The instructor will provide you additional information at the first class. |
| 06/16-07/25 | MTWR | 10:45 AM - 12:25 PM | WH2014 | Rowand Robinson |
SPECAED 704 APPLIED FIELD 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: SPECAED 700, SPECAED 701, SPECAED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON.

#1278 Section 01 [units: 3] Dept. Consent
05/27/08/15 Arranged Arranged WEB BASED Shannon Stuart

SPECAED 706 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. PREREQ: SPECAED 700, SPECAED 701, SPECAED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON.

#1279 Section 01 [units: 3] NOTE: This is a web based course. Additional charges of $50 per credit hour will be added to the registrant's bill. Dept. Consent
06/16/07/03 Arranged Arranged WEB BASED Lana L Collet-Klingenberg

SPECAED 707 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. PREREQ: SPECAED 205 OR CONSENT OF INSTRUCTOR.

#1277 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. Dept. Consent
06/16/07/03 Arranged Arranged WEB BASED Shannon Stuart

SPECAED 708 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. PREREQ: SPECAED 707 OR CONSENT OF INSTRUCTOR.

#1280 Section 01 [units: 3] NOTE: This is a web based course. Additional charge of $50 per credit hour will be added to registrant's.
07/07/07/25 Arranged Arranged WEB BASED Shannon Stuart

SPECAED 709 ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS ... 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 behavior change. PREREQ: SPECAED 707 OR CONSENT OF INSTRUCTOR.

#1443 Section 01 [units: 3] NOTE: This is a web based course. Additional charge of $50 per credit hour will be added to registrant's.
05/27/07/06/13 Arranged Arranged WEB BASED Tia R Schultz

SPECAED 710 ADVANCED APPLICATIONS IN APPLIED BEHAVIOR ANALYSIS ... The purpose of this course is to integrate and apply knowledge and skills from all courses in the certificate program. Students will learn how to create ABA-based programs to teach adaptive behavior, self-help, communication and social skills targeting individuals with Autism Spectrum Disorders, Developmental Disabilities or Emotional/Behavioral Disorders. Students will apply concepts from previous courses to create environments that promote learning and minimize challenging behavior in which to implement their ABA-based programs. PREREQ: SPECAED 700 OR CONSENT OF INSTRUCTOR.

#1444 Section 01 [units: 3] NOTE: This is a web based course. Additional charge of $50 per credit hour will be added to registrant's.
07/07/07/18 Arranged Arranged WEB BASED James C Collins

SPECAED 766 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 individual field experience expectations. PREREQ: SPECED 707 OR CONSENT OF DEPARTMENT CHAIRPERSON.

#1340 Section 01 [units: 3] NOTE: This is a web based course. Additional charge of $50 per credit hour will be added to registrant's.
06/16/07/03 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

SPECAED 781 SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING ... This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized. PREREQ: SPECAED 707 OR CONSENT OF DEPARTMENT CHAIRPERSON.

#1446 Section 01 [units: 3] NOTE: This is a web based course. Additional charge of $50 per credit hour will be added to registrant's.
07/07/07/25 Arranged Arranged WEB BASED Lana L Collet-Klingenberg

SPECAED 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 SPECAED 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: SPECAED 786.

#1274 Section 01 [units: 1] NOTE: Gloria Campbell-Whatley leads the 2014 Summer Institute on Culturally Responsive Instruction; Educating All Students.
08/04/08/05 MT 09:00 AM - 04:00 PM WH2015 Ozalle M Toms
<table>
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<th>Meeting Times</th>
<th>Location</th>
<th>Instructor</th>
<th>Course Topic (if applicable)</th>
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<tr>
<td>SPECED 786 CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE</td>
<td>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.</td>
<td>#1275 Section 01 [units: 1]</td>
<td>NOTE: Gloria Campbell-Whatley leads the 2014 Summer Institute on Culturally Responsive Instruction: Educating All Students.</td>
<td>08/06-08/07 WR 09:00 AM - 04:00 PM HH2200 Amy Griffith</td>
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<td>SPECED 787 CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE</td>
<td>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</td>
<td>#1276 Section 01 [units: 1]</td>
<td>NOTE: Gloria Campbell-Whatley leads the 2014 Summer Institute on Culturally Responsive Instruction: Educating All Students.</td>
<td>08/08-08/09 FS 09:00 AM - 04:00 PM WH2015 Ozalle M Toms</td>
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### GRADUATE LEVEL COURSES ###

<p>| 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 online discussions with the instructor. | #1290 Section 01 [units: 1] | RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION | 05/27-08/15 Arranged Arranged To Be 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 AND CONSENT OF DEPT; COREQ: SPECED 680 | #1291 Section 01 [units: 1-6] | Dept. Consent | 05/27-08/15 Arranged Arranged |
| 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: SPECED 680 | #1286 Section 01 [units: 1-6] | Dept. Consent | 05/27-08/15 Arranged Arranged |
| 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: SPECED 680 | #1287 Section 01 [units: 1-6] | Dept. Consent | 05/27-08/15 Arranged Arranged |
| SPECFLD 789F PRACTICUM: EARLY CHILDHOOD SPECIAL EDUCATION | 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 | #1282 Section 01 [units: 1-6] | Dept. Consent | 05/27-08/15 Arranged Arranged To Be Arranged |
| SPECFLD 789G PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE | PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE | 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: RESTRICTED TO STUDENTS WITH ADMISSION TO DIRECTED TEACHING, PRACTICUM, INSERVICE PRACTICUM AND CONSENT OF DEPARTMENT. | #1281 Section 01 [units: 1-6] | Dept. Consent | 05/27-08/15 Arranged Arranged To Be Arranged PRC IN EARLY CHLD ED BRTH TO 3 |</p>
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<tr>
<td>SPECFLD 793B</td>
<td>INSERVICE PRACTICUM: LEARNING DISABILITY</td>
<td>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</td>
<td>05/27-08/15</td>
<td>Arranged</td>
<td>Arranged</td>
<td>Dept. Consent</td>
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<tr>
<td>SPECFLD 793D</td>
<td>INSERVICE PRACTICUM: CROSS CATEGORICAL</td>
<td>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</td>
<td>05/27-08/15</td>
<td>Arranged</td>
<td>Arranged</td>
<td>Dept. Consent</td>
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<tr>
<td>SPECFLD 793F</td>
<td>INSERVICE PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION 3 - 8</td>
<td>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.</td>
<td>05/27-08/15</td>
<td>Arranged</td>
<td>Arranged</td>
<td>Dept. Consent</td>
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<tr>
<td>SPECFLD 793G</td>
<td>INSERVICE PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE</td>
<td>Graduate level, professional experience with young children with disabilities (birth to age three) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.</td>
<td>05/27-08/15</td>
<td>Arranged</td>
<td>Arranged</td>
<td>Dept. Consent</td>
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