

*Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)*

- All students entering the pre-professional education pre-block courses, including undergraduates, transfer students, and baccalaureate degree holding students, must meet the following criteria:
  - Passing scores on at least two subtests of the Pre-Professional Skills Test PPST;
  - A 2.75 grade point average on a minimum of 12 credits.
- 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.
- The Wisconsin Department of Public Instruction licensure code requires all new graduates in Early Childhood and Elementary Education to complete the Environmental Education requirement. Either Biology 214, Ecology and Society, or Geography 252, Human Environmental Problems, will partially satisfy the requirement. Students should check with their advisers about the requirement.

#### PROFESSIONAL EDUCATION ADMISSION

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

### SPECIAL EDUCATION

#### Special Education

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

#1015	Section 01	[units: 3]	GE Interdiscip & US Racial/Eth (GI) (DV)					
	09/07-12/23	TR	09:30 AM - 10:45 AM	WH1001	Rowand Robinson			
#1016	Section 02	[units: 3]	GE Interdiscip & US Racial/Eth (GI) (DV)					
	09/07-12/23	TR	02:00 PM - 03:15 PM	WH1001	Rowand Robinson			

**SPECED 205 INTRODUCTION TO SPECIAL EDUCATION ... A survey course designed to familiarize students with the psychological, physiological and educational problems which confront persons who are cognitively disabled, gifted, emotionally disturbed, speech impaired, auditorily impaired, visually impaired, orthopedically and neurologically impaired.**

#1017	Section 01H	[units: 3]	PREREQ: ELIGIBILITY FOR THE UNIVERSITY HONORS PROGRAM AND AN ACT SUBSCORE OF AT LEAST 24, OR CONSENT OF UNIVERSITY HONORS PROGRAM DIRECTOR					
	09/07-12/23	TR	12:30 PM - 01:45 PM	WH2015	Rowand Robinson		HONORS	
#1018	Section 02	[units: 3]						
	09/07-12/23	MWF	03:00 PM - 03:50 PM	WH1001	Barbara A Hilliker			
#1019	Section 03	[units: 3]						
	09/07-12/23	MWF	01:00 PM - 01:50 PM	WH1001	Shannon Stuart			
#1020	Section 04	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.					
	09/07-12/23	Arranged	Arranged	WEB BASED	Nomsa Gwalla-Ogisi			
#1021	Section 05	[units: 3]						
	09/07-12/23	M	05:00 PM - 07:30 PM	WH2001	Barbara A Hilliker			
#1022	Section 06	[units: 3]						
	09/07-12/23	MWF	08:00 AM - 08:50 AM	WH1001	Barbara A Hilliker			
#1023	Section 07X	[units: 3]						
	09/07-12/23	TR	09:30 AM - 10:45 AM	WH2001	Lana L Collet-Klingenberg			
#3653	Section 08X	[units: 3]						
	09/07-12/23	TR	09:30 AM - 10:45 AM	WH2001	Lana L Collet-Klingenberg			
#4745	Section 09	[units: 3]	NOTE: Restricted to students in the Wilmot High School PIE cohort.					
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Kimberly B Christiansen		PIE PROGRAM	
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Barbara A Hilliker		PIE PROGRAM	

**SPECED 321 CHARACTERISTICS OF AND INTERVENTIONS FOR EBD ... The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.**

**PREREQ: SPECED 205, SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION K-12 EMPHASIS AND 2.75 GPA AND PASSING TWO PORTIONS OF PPST/CORE**

#1087	Section 01	[units: 3]						
	09/07-12/23	T	05:00 PM - 07:30 PM	WH2005	Rowand Robinson			

**SPECED 322 CHARACTERISTICS AND INTERVENTIONS FOR INTELLECTUAL DISABILITIES ... This course is designed to introduce students to the field of intellectual disabilities. Students will be presented with information on the causes and characteristics; eligibility requirements; current cultural and historical views of intellectual disabilities; and social emotional, medical, physical, educational, and life-span considerations for individuals with intellectual disabilities.**

**PREREQ: SPECED 205; PASSING TWO SECTIONS OF THE PPST OR TWO SECTIONS OF THE CORE TEST, OR APPROPRIATE SCORES ON THE ACT, GRE, OR SAT**

#1024	Section 01	[units: 3]						
	09/07-12/23	MWF	01:00 PM - 01:50 PM	WH2014	Sharon M Kolb			

*Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)*

**SPECED 325 CHARACTERISTICS AND INTERVENTIONS FOR LEARNING DISABILITIES ...** This course provides an examination of the field of learning disabilities. Emphasis on the concept of learning disabilities, etiology, diagnosis, characteristics, teaching strategies, theory, historical influences, and current trends. Eligibility and models of service delivery will also be examined.

**PREREQ: SPECED 205, SPECIAL ED MAJOR, SPECIAL ED MINOR, OR PE K-12 EMPHASIS AND 2.75 GPA AND PASSING TWO PORTIONS OF PPST OR TWO PORTIONS OF THE CORE TEST OR APPROPRIATE SCORES ON THE ACT, GRE, OR SAT (TESTING REQS DO NOT APPLY TO NON-LICENSURE MINORS)**

#1025 Section 01 [units: 3]  
09/07-12/23 TR 09:30 AM - 10:45 AM WH2014 Amy C Stevens

#1026 Section 02 [units: 3]  
09/07-12/23 TR 11:00 AM - 12:15 PM WH2014 Amy C Stevens

**SPECED 326 INTRODUCTION TO INDIVIDUALIZED DIAGNOSTIC ASSESSMENT OF EEN ...** A core course providing an overview of educational assessment and diagnosis of those with disabilities. Emphasis is placed upon testing for IEP development, the teaching and implications of the educational evaluation for multidisciplinary team decision making.

**PREREQ: SPECED 205, SPECIAL ED MAJOR, SPECIAL ED MINOR, OR PE K-12 EMPHASIS AND 2.75 GPA AND PASSING TWO PORTIONS OF PPST OR TWO PORTIONS OF THE CORE TEST OR APPROPRIATE SCORES ON THE ACT, GRE, OR SAT (TESTING REQS DO NOT APPLY TO NON-LICENSURE MINORS)**

#1027 Section 01 [units: 3]  
09/07-12/23 MWF 12:00 PM - 12:50 PM WH2005 James C Collins  
10/28 F 11:45 AM - 02:30 PM HE0309 James C Collins MIDTERM

#1028 Section 02 [units: 3]  
09/07-12/23 MWF 01:00 PM - 01:50 PM WH2005 James C Collins  
10/28 F 11:45 AM - 02:30 PM James C Collins MIDTERM - IN HE0309

**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**

#1029 Section 01 [units: 3]  
09/07-12/23 MW 02:00 PM - 03:15 PM WH2014 Nomsa Gwalla-Ogisi

#1030 Section 02 [units: 3]  
09/07-12/23 M 05:15 PM - 07:45 PM WH2014 Nomsa Gwalla-Ogisi

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

**PREREQ: SPECED 321, 322, AND 325 AND ADM PROF ED OR MINOR AND ADM PROF ED COREQ: SPECFLD 385 OR SPECED MINOR AND ADM PROF ED**

#1031 Section 01 [units: 3]  
PREREQ: SPECIAL EDUCATION MAJOR  
09/07-12/23 TR 03:30 PM - 04:45 PM WH2005 Kathryn J Casey Majors only

#1032 Section 02 [units: 3]  
PREREQ: SPECIAL EDUCATION MINOR  
09/07-12/23 TR 02:00 PM - 03:15 PM WH2005 Kathryn J Casey minors only

**SPECED 365 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS ...** This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

**PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR**

#1033 Section 01 [units: 2]  
09/07-12/23 R 10:00 AM - 11:40 AM WH2015 Brooke N Winchell ECE only

**SPECED 376 MEDICAL ASPECTS OF DISABILITY ...** Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and perinatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance needs are addressed.

**PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR**

#1034 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.  
09/07-12/23 Arranged Arranged WEB BASED Sharon M Kolb ECE only

#1035 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.  
09/07-12/23 Arranged Arranged WEB BASED Sharon M Kolb

**SPECED 406 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES ...** Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

**PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION (FOR MAJORS) OR CONSENT OF INSTRUCTOR (FOR NON-MAJORS)**

#2755 Section 01 [units: 3]  
09/07-12/23 Arranged Arranged WEB BASED Lynn M Lindahl

*Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)*

**SPECED 440 ADVANCED BEHAVIOR INTERVENTION STRATEGIES ...** The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

**PREREQ: SPECED 321, 326, 360, SPECFLD 410, AND ADMISSION TO PROFESSIONAL ED; COREQ: (SPECFLD 485A) OR (SPECFLD 485B AND 485C)**

#1036	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
	09/07-12/23	Arranged	Arranged	WEB BASED	Tia R Schultz	Grads only
#1037	Section 02	[units: 3]				
	09/07-12/23	MW	12:30 PM - 01:45 PM	WH2015	Tia R Schultz	UG only
	10/15	S	08:00 AM - 05:00 PM	WH2015	Tia R Schultz	

**SPECED 458 COLLABORATION FOR EFFECTIVE INSTRUCTION ...** This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

**PREREQ: SPECED MAJOR, SPECED 205, SPECED 361, SPECED 326, SPECED 466, SPECFLD 385 AND ADM PROF ED; COREQ: SPECFLD 410; OR SPECED MINOR, SPECED 205, SPECED 361, SPECED 326, SPECED 466, SPECFLD 385, ADM PROF ED; COREQ: SPECFLD 410**

#1038	Section 01	[units: 3]				
	09/07-12/23	R	05:00 PM - 07:30 PM	WH1002B	Ozalle M Toms	
#1039	Section 02	[units: 3]				
	09/07-12/23	TR	12:30 PM - 01:45 PM	WH1001	Ozalle M Toms	

**SPECED 461 FORMAL ASSESSMENT FOR YOUNG CHILDREN ...** This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals. Prereq: Completion of all prior Early Childhood Education courses and restricted to students with professional ed admission and ECE majors.

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

#1040	Section 01	[units: 3]				
	09/07-12/23	R	01:00 PM - 03:30 PM	WH2001	Brooke N Winchell	ECE only

**SPECED 462 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD ...** A course to develop advanced diagnostic skills for elementary through secondary mild/moderate disabled (LD, ED, MR) individuals. Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

**PREREQ: SPECED 326 RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1041	Section 01	[units: 3]				
	09/07-10/28	MW	09:00 AM - 11:40 AM	WH2005	James C Collins	

**SPECED 466 WORKING WITH PARENTS OF EXCEPTIONAL CHILDREN & COMMUNITY AGENCIES ...** Provides insight into the adjustment problems of individuals with disabilities in the home and school environments. Particular emphasis upon consultation and supportive skills to aid the person and their parents in dealing with school or agency personnel and programs.

**PREREQ: SPECED 205, SPECIAL ED MAJOR, SPECIAL ED MINOR, OR PE K-12 EMPHASIS AND 2.75 GPA AND PASSING TWO PORTIONS OF PPST OR TWO PORTIONS OF THE CORE TEST OR APPROPRIATE SCORES ON THE ACT, GRE, OR SAT (TESTING REQS DO NOT APPLY TO NON-LICENSURE MINORS)**

#1042	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
	09/07-12/23	Arranged	Arranged	WEB BASED	Sharon M Kolb	
#1043	Section 02	[units: 3]				
	09/07-12/23	MWF	10:00 AM - 10:50 AM	WH2014	Tia R Schultz	

**SPECED 473 PHASE 3 (edTPA Gateway) PORTFOLIO ...** This course assists undergraduate teacher candidates with development of phase 3/edTPA gateway portfolio. Artifacts are constructed after teacher candidates have completed two field placements. The artifacts demonstrate competencies in the Council for Exceptional Children (CEC) and Wisconsin Teaching Standard (WTS).

**PREREQ: SPECED 458; SPECFLD 410; RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1044	Section 01	[units: 3]				
	09/07-12/23	R	05:00 PM - 07:30 PM	WH2014	Shannon Stuart	

**SPECED 475 LEGAL COMPLIANCE IN SPECIAL EDUCATION ...** Students will review laws governing the education of students with disabilities, learn specifics of individualized education program compliance and practice program writing and development that meet both the letter and intent of federal and state law. Students will also explore common areas of noncompliance and learn strategies to prevent noncompliance.

**PREREQ: SPECED 458; SPECFLD 410; RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1045	Section 01	[units: 3]				
	09/07-12/23	MW	02:00 PM - 03:15 PM	WH2005	James C Collins	

**SPECED 476 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES ...** For persons interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of individuals with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities. Emphasis is on functional skills.

**PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR**

#1046	Section 01	[units: 3]				
	09/07-12/23	W	05:00 PM - 07:30 PM	WH2005	Brooke N Winchell	ECE only

Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)
#1047 Section 02	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
PREREQ: ADMISSION TO THE ECE4U PROGRAM					
10/31-12/23	Arranged		WEB BASED	Sharon M Kolb	
11/05	S	08:30 AM - 11:00 AM	WH2014	Sharon M Kolb	
11/19	S	08:30 AM - 11:00 AM	WH2014	Sharon M Kolb	
12/10	S	08:30 AM - 11:00 AM	WH2014	Sharon M Kolb	

**SPECED 480 DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR ...** The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.

PREREQ: PRAXIS II, NO 'I'S OR C OR LOWER IN SPECED/SPECFLD COURSES, 2.75 GPA; COREQ: SPECFLD 489A, SPECFLD 489D OR SPECFLD 489B, SPECFLD 489C, SPECFLD 489D

#1048 Section 01	[units: 3]	NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged			Dept. Consent
09/08-09/15	R	05:15 PM - 08:15 PM	WH2015	Lama Bergstrand Othman	
11/03	R	02:00 PM - 03:15 PM	HE0213	Lama Bergstrand Othman	
11/03	R	03:30 PM - 05:00 PM	HE0216	Lama Bergstrand Othman	
09/30	F	09:00 AM - 12:15 PM	WH2015	Lama Bergstrand Othman	
10/06-10/27	R	05:15 PM - 08:15 PM	WH2015	Lama Bergstrand Othman	
10/21-10/28	F	09:00 AM - 12:15 PM	WH2015	Lama Bergstrand Othman	
11/11-11/18	F	09:00 AM - 12:15 PM	WH2015	Lama Bergstrand Othman	
12/01	R	05:15 PM - 08:15 PM	WH2015	Lama Bergstrand Othman	
12/09	F	09:00 AM - 12:15 PM	WH2015	Lama Bergstrand Othman	
09/22-09/29	R	05:15 PM - 08:15 PM	WH2015	Lama Bergstrand Othman	
11/04	F	09:00 AM - 05:00 PM	WH2015	Lama Bergstrand Othman	

**SPECED 486 ACADEMIC INTERVENTION I ...** The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in special/general education.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION

#1049 Section 01	[units: 3]				
09/07-12/23	TR	12:30 PM - 01:45 PM	WH2014	Amy C Stevens	

**SPECED 487 ACADEMIC INTERVENTION II ...** This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teaching reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.

PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

#1050 Section 01	[units: 3]				
09/07-12/23	TR	02:00 PM - 03:15 PM	WH2014	Lama Bergstrand Othman	

**SPECED 490 WORKSHOP ...** Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

#4596 Section 01	[units: 3]	NOTE: This section is for Education majors. Required additional fee is \$95.			
09/15	R	05:00 PM - 08:00 PM	WH1012	Richard C Lombard	OUTDOOR RECREATION EDUCATION
09/22-09/25	Arranged	Arranged	OFF CAMPUS	Richard C Lombard	OUTDOOR RECREATION EDUCATION
10/01	S	Arranged	OFF CAMPUS	Richard C Lombard	OUTDOOR RECREATION EDUCATION
10/06	R	05:00 PM - 09:30 PM	WH1012	Richard C Lombard	OUTDOOR RECREATION EDUCATION
#4597 Section 02	[units: 3]	NOTE: This section is for non-Education majors. Required additional fee is \$95.			
09/15	R	05:00 PM - 08:00 PM	WH1012	Richard C Lombard	OUTDOOR RECREATION EDUCATION
09/22-09/25	Arranged	Arranged	OFF CAMPUS	Richard C Lombard	OUTDOOR RECREATION EDUCATION
10/01	S	Arranged	OFF CAMPUS	Richard C Lombard	OUTDOOR RECREATION EDUCATION
10/06	R	05:00 PM - 09:30 PM	WH1012	Richard C Lombard	OUTDOOR RECREATION EDUCATION

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

#1051 Section 01	[units: 1-3]				Dept. Consent
09/07-12/23	Arranged	Arranged		Lana L Collet-Klingenberg	
#4581 Section 02	[units: 1]				Dept. Consent
09/07-12/23	Arranged	Arranged		Rowand Robinson	ISSUES WITH INTEL & PHYS DIS
#4624 Section 03	[units: 2]				Dept. Consent
09/07-12/23	Arranged	Arranged		Nomsa Gwalla-Ogisi	SUPERVISED FIELD STUDY

Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)
#4862	Section 04	[units: 2]			
09/07-12/23	Arranged	Arranged		Nomsa Gwalla-Ogisi	SUPERVISED FIELD STUDY

Dept. Consent

## \*\*\* 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: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1052	Section 01	[units: 3]			
09/07-12/23	MW	02:00 PM - 03:15 PM	WH2014	Nomsa Gwalla-Ogisi	
#1053	Section 02	[units: 3]			
09/07-12/23	M	05:15 PM - 07:45 PM	WH2014	Nomsa Gwalla-Ogisi	

**SPECED 565 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS ...** This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

**PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR**

#1054	Section 01	[units: 2]			
09/07-12/23	R	10:00 AM - 11:40 AM	WH2015	Brooke N Winchell	ECE only

**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

**PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR**

#1055	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.		
09/07-12/23	Arranged	Arranged	WEB BASED	Sharon M Kolb	ECE only
#1056	Section 02	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.		
09/07-12/23	Arranged	Arranged	WEB BASED	Sharon M Kolb	

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

**PREREQ: ENROLLMENT IN A GRADUATE ABA CERTIFICATE PROGRAM**

#1057	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.		
09/07-12/23	Arranged	Arranged	WEB BASED	Tia R Schultz	Grads only
#1058	Section 02	[units: 3]			
09/07-12/23	MW	12:30 PM - 01:45 PM	WH2015	Tia R Schultz	UG only
10/15	S	08:00 AM - 05:00 PM	WH2015	Tia R Schultz	

**SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION ...** This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

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

#1059	Section 01	[units: 3]			
09/07-12/23	R	05:00 PM - 07:30 PM	WH1002B	Ozalle M Toms	
#1060	Section 02	[units: 3]			
09/07-12/23	TR	12:30 PM - 01:45 PM	WH1001	Ozalle M Toms	

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

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

#1061	Section 01	[units: 3]			
09/07-12/23	R	01:00 PM - 03:30 PM	WH2001	Brooke N Winchell	ECE only

**SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD ...** A course to develop advanced diagnostic skills for elementary through secondary students with mild/ moderate disabilities (LD, ED, CD). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

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

#1062	Section 01	[units: 3]			
09/07-10/28	MW	09:00 AM - 11:40 AM	WH2005	James C Collins	

*Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)*

**SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES ...** For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities.

**PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION OR CONSENT OF INSTRUCTOR**

#1063 Section 01 [units: 3]  
09/07-12/23 W 05:00 PM - 07:30 PM WH2005 Brooke N Winchell ECE only

#1064 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

PREREQ: ADMISSION TO THE ECE4U PROGRAM

10/31-12/23 Arranged Arranged WEB BASED Sharon M Kolb  
11/05 S 08:30 AM - 11:00 AM WH2014 Sharon M Kolb  
11/19 S 08:30 AM - 11:00 AM WH2014 Sharon M Kolb  
12/10 S 08:30 AM - 11:00 AM WH2014 Sharon M Kolb

**SPECED 680 DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR ...** The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. Attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.

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

#1065 Section 01 [units: 3] NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged Dept. Consent

09/08-09/15 R 05:15 PM - 08:15 PM WH2015 Lama Bergstrand Othman  
11/03 R 02:00 PM - 03:15 PM HE0213 Lama Bergstrand Othman  
11/03 R 03:30 PM - 05:00 PM HE0216 Lama Bergstrand Othman  
09/30 F 09:00 AM - 12:15 PM WH2015 Lama Bergstrand Othman  
10/06-10/27 R 05:15 PM - 08:15 PM WH2015 Lama Bergstrand Othman  
10/21-10/28 F 09:00 AM - 12:15 PM WH2015 Lama Bergstrand Othman  
11/11-11/18 F 09:00 AM - 12:15 PM WH2015 Lama Bergstrand Othman  
12/01 R 05:15 PM - 08:15 PM WH2015 Lama Bergstrand Othman  
12/09 F 09:00 AM - 12:15 PM WH2015 Lama Bergstrand Othman  
09/22-09/29 R 05:15 PM - 08:15 PM WH2015 Lama Bergstrand Othman  
11/04 F 09:00 AM - 05:00 PM WH2015 Lama Bergstrand Othman

**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.

#1067 Section 01 [units: 3]  
09/07-12/23 W 05:15 PM - 07:45 PM WH2015 James C Collins

**SPECED 702 REFLECTIVE PRACTICE AND ACTION RESEARCH ...** The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. **PREREQ: Graduate Standing.**

#1068 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/07-12/23 Arranged Arranged WEB BASED Shannon Stuart

**SPECED 704 APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION ...** Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.

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

#1069 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/07-12/23 Arranged Arranged WEB BASED Shannon Stuart

**SPECED 760 FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD ...** This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence 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 explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

#1070 Section 01 [units: 3]  
09/07-12/23 R 05:15 PM - 07:45 PM WH2013 Nomsa Gwalla-Ogisi

*Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)*

**SPECED 776 CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES ...** This course focuses on meeting the educational needs of students requiring a functional intensive special education program. Methods of instruction will include strategies to promote general curriculum access for individual with significant and multiple disabilities; addressing the unique learning and support needs required to educate students with low incidence disabilities.

**PREREQ: SPECED 760 AND SPECED 761**

#4511 Section 01 [units: 3]  
09/07-12/23 M 05:15 PM - 07:45 PM WH1012 Nancy F Molfenter

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

#4853 Section 01 [units: 1]  
09/07-12/23 Arranged Arranged Nancy F Molfenter TRANSITION ACADEMY

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

#1071 Section 01 [units: 1-3] Dept. Consent  
09/07-12/23 Arranged Arranged Lana L Collet-Klingenberg  
#4726 Section 02 [units: 3] Dept. Consent  
09/07-12/23 Arranged Arranged Brooke N Winchell INTERPROF LRDSHP IN ERLY INTRV

### Special Education Field

**SPECFLD 385 CROSS CATEGORICAL FIELD WORK ...** This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with intellectual disabilities, emotional/behavioral disorders and learning disabilities.

**PREREQ: SPECED MAJOR; SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION. SPECED MINOR: SPECED 325 AND ADMISSION TO PROFESSIONAL EDUCATION** **COREQ: SPECED 361 (MAJOR)**

#1072 Section 01 [units: 2]  
10/31-12/09 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Kathryn J Casey  
09/23 F 02:00 PM - 04:00 PM WH2001 Kathryn J Casey

**SPECFLD 410 GENERAL EDUCATION FIELD EXPERIENCES ...** This field experience provides students with experience in a general education classroom where inclusionary practices for individuals with special needs are applied including opportunities to become familiar with the range of students' abilities, curricular focus, achievement expectations, enhancements, adaptations, and modifications of instruction; and collaborative practices of general and special educators.

**PREREQ: SPECED MAJOR AND SPECED 361 AND SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION, OR SPECED MINOR AND SPECED 361 AND ADMISSION TO PROFESSIONAL EDUCATION** **COREQ: SPECED 458 AND ADMISSION TO PROFESSIONAL EDUCATION**

#1073 Section 01 [units: 2] NOTE: Friday meetings will be in WH2001  
10/31-12/09 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle M Toms  
09/23 F 02:00 PM - 04:00 PM Ozalle M Toms

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

**PREREQ: SPECED 361, SPECFLD 385, 410, AND ADMISSION TO PROFESSIONAL ED; COREQ: SPECED 440 AND 473**

#1074 Section 01 [units: 2] NOTE: Friday meetings will be in WH2001  
10/31-12/09 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia R Schultz  
09/23 F 02:00 PM - 04:00 PM Tia R Schultz

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

**PREREQ: SPECED 361, SPECFLD 385, 410 AND ADMISSION TO PROFESSIONAL ED; COREQ: SPECED 440, 473, AND SPECFLD 485C**

#1075 Section 01 [units: 1] NOTE: Friday meetings will be in WH2001  
10/31-12/09 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia R Schultz  
09/23 F 02:00 PM - 04:00 PM Tia R Schultz

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

**PREREQ: SPECED 361, SPECFLD 385, 410, AND ADMISSION TO PROFESSIONAL ED; COREQ: SPECED 440, 473, AND SPECFLD 485B**

#1086 Section 01 [units: 1] NOTE: Friday meetings will be in WH2001. Please SPECFLD 485B for meeting information.  
10/31-12/09 Arranged Arranged OFF CAMPUS Tia R Schultz

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

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

#1076 Section 01 [units: 6]  
09/07-12/23 MTWRF Arranged OFF CAMPUS Lana L Collet-Klingenberg  
09/07-12/23 MTWRF Arranged OFF CAMPUS Nomsa Gwalla-Ogisi  
S/NC Grading Basis Only  
#4827 Section 02 [units: 6]  
09/07-12/23 MTWRF Arranged OFF CAMPUS David J Unruh  
S/NC Grading Basis Only

Class# Section (Units) General Education Designation (if any)

<u>Start/End Dates</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Location</u>	<u>Instructor</u>	<u>Course Topic (if applicable)</u>
#4828	Section 03 [units: 6]				
09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Philip J Bostic	
S/NC Grading Basis Only					
#4829	Section 04 [units: 6]				
09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Kathryn J Casey	
S/NC Grading Basis Only					
#4830	Section 05 [units: 6]				
09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Lama Bergstrand Othman	
S/NC Grading Basis Only					
#4831	Section 06 [units: 6]				
09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Amy C Stevens	
S/NC Grading Basis Only					

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

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

#1077	Section 01 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Nomsa Gwalla-Ogisi	
S/NC Grading Basis Only					
#4722	Section 02 [units: 3]	NOTE: This section if for students completing part of their student teaching internationally.			
09/07-12/23	Arranged	Arranged	To Be Arranged		INTERNATIONAL
S/NC Grading Basis Only					
#4832	Section 03 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	David J Unruh	
S/NC Grading Basis Only					
#4833	Section 04 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Philip J Bostic	
S/NC Grading Basis Only					
#4834	Section 05 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lama Bergstrand Othman	
S/NC Grading Basis Only					
#4835	Section 06 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Amy C Stevens	
S/NC Grading Basis Only					

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

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

#1078	Section 01 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Nomsa Gwalla-Ogisi	
S/NC Grading Basis Only					
#4723	Section 02 [units: 3]	NOTE: This section if for students completing part of their student teaching internationally.			
09/07-12/23	Arranged	Arranged	To Be Arranged		INTERNATIONAL
S/NC Grading Basis Only					
#4836	Section 03 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	David J Unruh	
S/NC Grading Basis Only					
#4837	Section 04 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Philip J Bostic	
S/NC Grading Basis Only					
#4838	Section 05 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lama Bergstrand Othman	
S/NC Grading Basis Only					
#4839	Section 06 [units: 3]				
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Amy C Stevens	
S/NC Grading Basis Only					



*Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)*

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

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

#1079	Section 01	[units: 5]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Nomsa Gwalla-Ogisi	
	S/NC Grading Basis Only					
#4724	Section 02	[units: 5]	NOTE: This section if for students completing part of their student teaching internationally.			
	09/07-12/23	Arranged	Arranged	To Be Arranged	INTERNATIONAL	
	S/NC Grading Basis Only					
#4840	Section 03	[units: 5]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	David J Unruh	
	S/NC Grading Basis Only					
#4841	Section 04	[units: 5]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Philip J Bostic	
	S/NC Grading Basis Only					
#4842	Section 05	[units: 5]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Kathryn J Casey	
	S/NC Grading Basis Only					
#4843	Section 06	[units: 5]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lama Bergstrand Othman	
	S/NC Grading Basis Only					
#4844	Section 07	[units: 5]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Amy C Stevens	
	S/NC Grading Basis Only					

**\*\*\* GRADUATE LEVEL COURSES \*\*\***

**SPECFLD 610 GENERAL EDUCATION FIELD WORK ... This field experience provides students with experience in a general education classroom where inclusionary practices for individuals with special needs are applied including opportunities to become familiar with the range of students' abilities, curricular focus, achievement expectations, enhancements, adaptations, and modifications of instruction; and collaborative practices of general and special educators.**

**PREREQ: SPECED MAJOR AND SPECED 361 AND SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION, OR SPECED MINOR AND SPECED 361 AND ADMISSION TO PROFESSIONAL EDUCATION; COREQ: SPECED 458 AND ADMISSION TO PROFESSIONAL EDUCATION**

#1080	Section 01	[units: 2]				
	10/31-12/09	MTWRF	07:30 AM - 11:30 AM	OFF CAMPUS	Ozalle M Toms	
	09/23	F	02:00 PM - 04:00 PM		Ozalle M Toms	

**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**

#1081	Section 01	[units: 1-6]				
	09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
	P/F Grading Basis Only					

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

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

#1082	Section 01	[units: 1-6]				
	09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
	P/F Grading Basis Only					

**SPECFLD 793B INSERVICE PRACTICUM: LEARNING DISABILITY ... INSERVICE PRACTICUM: LEARNING DISABILITY**

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

#1083	Section 01	[units: 1-6]				
	09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
	09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Nomsa Gwalla-Ogisi	
	P/F Grading Basis Only					
#4845	Section 02	[units: 1-6]				
	09/07-12/23	MTWRF	Arranged	OFF CAMPUS	David J Unruh	
	P/F Grading Basis Only					
#4846	Section 03	[units: 1-6]				
	09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Kathryn J Casey	
	P/F Grading Basis Only					

Class# Section (Units) General Education Designation (if any)

<i>Start/End Dates</i>	<i>Meeting Days</i>	<i>Meeting Times</i>	<i>Location</i>	<i>Instructor</i>	<i>Course Topic (if applicable)</i>
#4847	Section 04	[units: 1-6]			
09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Lama Bergstrand Othman	
P/F Grading Basis Only					
#4848	Section 05	[units: 1-6]			
09/07-12/23	MTWRF	Arranged	OFF CAMPUS	Amy C Stevens	
P/F Grading Basis Only					

**SPECFLD 793D INSERVICE PRACTICUM: CROSS CATEGORICAL ... INSERVICE 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**

#1084	Section 01	[units: 1-6]			
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lana L Collet-Klingenberg	
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Nomsa Gwalla-Ogisi	
P/F Grading Basis Only					
#4849	Section 02	[units: 1-6]			
09/07-12/23	Arranged	Arranged	OFF CAMPUS	David J Unruh	
P/F Grading Basis Only					
#4850	Section 03	[units: 1-6]			
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Kathryn J Casey	
P/F Grading Basis Only					
#4851	Section 04	[units: 1-6]			
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Lama Bergstrand Othman	
P/F Grading Basis Only					
#4852	Section 05	[units: 1-6]			
09/07-12/23	Arranged	Arranged	OFF CAMPUS	Amy C Stevens	
P/F Grading Basis Only					