

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.

#2573	Section 01	[units: 3]	GE Interdiscip & US Racial/Eth (GI) (DV)					
	01/19-05/17	TR	11:00 AM - 12:15 PM	WH1001	Rowand Robinson			
#4332	Section 01X	[units: 3]	GE Interdiscip & US Racial/Eth (GI) (DV)					
	01/19-05/17	TR	11:00 AM - 12:15 PM	WH1001	Rowand Robinson			
#2574	Section 02	[units: 3]	GE Interdiscip & US Racial/Eth (GI) (DV)					
	01/19-05/17	TR	02:00 PM - 03:15 PM	WH2001	Kelly L Jewell			

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.

#2575	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.					
	01/19-05/17	Arranged	Arranged	WEB BASED	Nomsa Gwalla-Ogisi			
#2576	Section 02	[units: 3]						
	01/19-05/17	Arranged	Arranged	WEB BASED	Lana L Collet-Klingenberg			
#2577	Section 03	[units: 3]						
	01/19-05/17	TR	11:00 AM - 12:15 PM	WH2001	Shannon Stuart			
#2578	Section 04	[units: 3]						
	01/19-05/17	M	05:00 PM - 07:30 PM	WH2001	Lynn M Lindahl			
#2580	Section 05	[units: 3]						
	01/19-05/17	TR	02:00 PM - 03:15 PM	WH1001	Shannon Stuart			

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

#2581	Section 01	[units: 3]						
	01/19-05/17	T	05:00 PM - 07:30 PM	WH1001	Rowand Robinson			
#4411	Section 02	[units: 3]						
	01/19-05/17	TR	02:00 PM - 03:15 PM	WH2014	Rowand Robinson			

SPECED 322 INTRODUCTION TO COGNITIVE DISABILITIES ... This course is designed to introduce students to the field of cognitive disabilities/mental retardation/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 cognitive 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

#2582	Section 01	[units: 3]						
	01/19-05/17	MWF	01:00 PM - 01:50 PM	WH2014	Sharon M Kolb			
#4410	Section 02	[units: 3]						
	01/19-05/17	MWF	02:00 PM - 02:50 PM	WH2014	Sharon M Kolb			

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

SPECED 325 CHARACTERISTICS OF LD ... 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 EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION 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

#2583 Section 01 [units: 3]
01/19-05/17 MWF 08:00 AM - 08:50 AM WH2014 Ozalle M Toms

#2584 Section 02 [units: 3]
01/19-05/17 MWF 09:00 AM - 09:50 AM WH2014 Ozalle M Toms

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

PREREQ: SPECED 205, SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION 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

#2586 Section 01 [units: 3]
01/19-05/17 MWF 01:00 PM - 01:50 PM WH2005 James C Collins

#2587 Section 02 [units: 3]
01/19-05/17 MWF 12:00 PM - 12:50 PM WH2005 James C Collins

SPECED 360 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOMS ... The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205

#2588 Section 01 [units: 3]
01/19-05/17 MW 12:30 PM - 01:45 PM WH2015 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 EDCOREQ: SPECFLD 385 OR SPECED MINOR AND ADM PROF ED

#2594 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.
01/19-05/17 TR Arranged WEB BASED Kelly L Jewell MINORS ONLY

#2595 Section 02 [units: 3]
01/19-03/25 TR 09:30 AM - 11:30 AM WH2005 Barbara A Hilliker MAJORS ONLY
05/09-05/17 TR 09:30 AM - 11:30 AM WH2005 Barbara A Hilliker MAJORS 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.

#2596 Section 01 [units: 2] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.

PREREQ: ADMISSION TO THE ECE4U PROGRAM

03/14-05/17 Arranged Arranged WEB BASED Terri J Schmidt-Enters
04/02 S 08:30 AM - 10:00 AM WH2014 Terri J Schmidt-Enters ECE4U ONLY
04/16 S 08:30 AM - 10:00 AM WH2014 Terri J Schmidt-Enters ECE4U ONLY
05/07 S 08:30 AM - 10:00 AM WH2014 Terri J Schmidt-Enters ECE4U 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

#2597 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.
01/19-05/17 Arranged Arranged WEB BASED Sharon M Kolb

#2598 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.
01/19-05/17 Arranged Arranged WEB BASED Sharon M Kolb ECE ONLY

#2599 Section 03 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.
PREREQ: ADMISSION TO THE ECE4U PROGRAM

01/19-03/11 Arranged Arranged WEB BASED Sharon M Kolb ECE4U ONLY

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

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 OR CONSENT OF INSTRUCTOR (FOR MINORS AND NON-MAJORS)

#2607 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.
 01/19-05/17 Arranged Arranged WEB BASED Kelly L Jewell

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 205, SPECED 321, SPECED 326, SPECED 360, SPECED 361, SPECFLD 385 AND SPECFLD 410, AND ADMISSION TO PROFESSIONAL ED;
COREQ: SPECFLD 485A OR SPECFLD 485B AND SPECFLD 485C

#2608 Section 01 [units: 3]
 01/19-05/17 MW 12:30 PM - 01:45 PM WH3011 Tia R Schultz UG only
 03/12 S 08:00 AM - 05:00 PM WH2013 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

#2612 Section 01 [units: 3]
 01/19-05/17 W 05:15 PM - 07:45 PM WH2005 Kelly L Jewell

#2613 Section 02 [units: 3]
 01/19-05/17 TR 03:30 PM - 04:45 PM WH2014 Barbara A Hilliker

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.

#2616 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.
PREREQ: ADMISSION TO THE ECE4U PROGRAM

01/19-03/12 Arranged Arranged WEB BASED Lydia E Krueger ECE4U only
 01/23 S 08:30 AM - 11:00 AM WH2014 Lydia E Krueger ECE4U only
 02/20 S 08:30 AM - 11:00 AM WH2014 Lydia E Krueger ECE4U only
 03/12 S 08:30 AM - 11:00 AM WH2014 Lydia E Krueger ECE4U 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

#2620 Section 01 [units: 3]
 01/19-03/11 MW 09:00 AM - 11:40 AM WH2005 James C Collins

SPECED 465 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL ... For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.

PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

#2621 Section 01 [units: 3]
 01/19-05/17 M 05:15 PM - 07:45 PM WH2005 Nancy F Molfenter

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

PREREQ: SPECED MAJOR & 2.75 GPA & TWO PORTIONS OF PPST OR CORE, OR APPROPRIATE SCORES ON ACT, GRE, OR SAT & SPECED 205 OR SPECED MINOR & SPECED 205 & PROF ED OR PHYSED K-12 EMPHASIS & SPECED 205 & PROF ED OR COMDIS EMPHASIS & SPECED 205 & PROF ED

#2622 Section 01 [units: 3]
 01/19-05/17 MWF 03:00 PM - 03:50 PM WH2014 Tia R Schultz

#2623 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.
 01/19-05/17 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

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

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

Section	Units	NOTE	Dept.
#2627 Section 01	[units: 3]	NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged.	Dept. Consent
01/21	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
04/07	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
04/21	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
04/29	F	09:00 AM - 12:15 PM WH2015 Nancy F Molfenter	
05/05	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
01/28	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
02/04	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
02/12	F	09:00 AM - 12:15 PM WH2015 Nancy F Molfenter	
02/18	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
02/25	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
03/03	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
03/10	R	05:15 PM - 08:15 PM WH2014 Nancy F Molfenter	
03/18	F	09:00 AM - 12:15 PM WH2015 Nancy F Molfenter	

SPECED 486 ACADEMIC INTERVENTION I ... The course is about phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through the use of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents engage in to read fluently are examined as well as similarities and differences in reading instruction in special and general education. Specifically, the difficulties encountered by students with language and learning differences are reviewed and "best practices" in teaching phonemic awareness, decoding/phonics, and spelling are emphasized through discussion, modelling, and demonstrating instructional strategies.

PREREQ: SPECED 205, SPECED 325, SPECED 326, SPECED 361, AND ADMISSION TO PROFESSIONAL EDUCATION

#2628 Section 01	[units: 3]		
01/19-05/17	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

#2630 Section 01	[units: 3]		
01/19-05/17	T	05:15 PM - 07:45 PM WH2015 Aimee J Jahns	

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

#4417 Section 01	[units: 3]	NOTE: This section is for Education majors. Additional required course fee is \$95.	
04/21	R	05:00 PM - 08:30 PM WH1012 Richard C Lombard	OUTDOOR RECREATION EDUCATION
04/23	S	Arranged OFF CAMPUS Richard C Lombard	OUTDOOR RECREATION EDUCATION
05/05-05/08	RFSU	Arranged OFF CAMPUS Richard C Lombard	OUTDOOR RECREATION EDUCATION
05/12	R	05:00 PM - 08:30 PM WH1012 Richard C Lombard	OUTDOOR RECREATION EDUCATION
#4418 Section 02	[units: 3]	NOTE: This section is for non-Education majors. Additional required course fee is \$95.	
04/21	R	05:00 PM - 08:30 PM WH1012 Richard C Lombard	OUTDOOR RECREATION EDUCATION
04/23	S	Arranged OFF CAMPUS Richard C Lombard	OUTDOOR RECREATION EDUCATION
05/05-05/08	RFSU	Arranged OFF CAMPUS Richard C Lombard	OUTDOOR RECREATION EDUCATION
05/12	R	05:00 PM - 08:30 PM WH1012 Richard C Lombard	OUTDOOR RECREATION EDUCATION

SPECED 497 EXCHANGE STUDY ... Variable topics.

#4541 Section 01	[units: 1-12]		
01/19-05/17	Arranged	Arranged	Sharon M Kolb

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.

#2631 Section 01	[units: 1-3]		Dept. Consent
01/19-05/17	Arranged	Arranged	Lana L Collet-Klingenberg
#4559 Section 02	[units: 3]		Dept. Consent
01/19-05/17	Arranged	Arranged	James C Collins LEGAL COMPLIANCE IN SPEC ED

*** GRADUATE LEVEL COURSES ***

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

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

#2632 Section 01 [units: 3]

01/19-05/17 MW 12:30 PM - 01:45 PM WH2015 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.*

PREREQ: SPECED 205

#2637 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Sharon M Kolb

#2638 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Sharon M Kolb ECE ONLY

#2639 Section 03 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.

01/19-03/11 Arranged Arranged WEB BASED Sharon M Kolb ECE4U ONLY

SPECED 606 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES ... *Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.*

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

#2640 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Kelly L Jewell

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: SPECED 205, SPECED 321, SPECED 326, SPECED 360, SPECED 361, SPECFLD 385 AND SPECFLD 410, AND ADMISSION TO PROFESSIONAL ED;

COREQ: SPECFLD 485A OR SPECFLD 485B AND SPECFLD 485C

#2641 Section 01 [units: 3]

01/19-05/17 MW 12:30 PM - 01:45 PM WH3011 Tia R Schultz UG only

03/12 S 08:00 AM - 05:00 PM WH2013 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

#2643 Section 01 [units: 3]

01/19-05/17 W 05:15 PM - 07:45 PM WH2005 Kelly L Jewell

#2644 Section 02 [units: 3]

01/19-05/17 TR 03:30 PM - 04:45 PM WH2014 Barbara A Hilliker

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

#2645 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.

01/19-03/12 Arranged Arranged WEB BASED Lydia E Krueger ECE4U only

01/23 S 08:30 AM - 11:00 AM WH2014 Lydia E Krueger ECE4U only

02/20 S 08:30 AM - 11:00 AM WH2014 Lydia E Krueger ECE4U only

03/12 S 08:30 AM - 11:00 AM WH2014 Lydia E Krueger ECE4U 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

#2646 Section 01 [units: 3]

01/19-03/11 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 665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL ... For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.

PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

#2647 Section 01 [units: 3]

01/19-05/17 M 05:15 PM - 07:45 PM WH2005 Nancy F Molfenter

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

#2648 Section 01 [units: 3] NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged.

Dept. Consent

01/21	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
04/07	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
04/21	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
04/29	F	09:00 AM - 12:15 PM	WH2015	Nancy F Molfenter
05/05	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
01/28	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
02/04	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
02/12	F	09:00 AM - 12:15 PM	WH2015	Nancy F Molfenter
02/18	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
02/25	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
03/03	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
03/10	R	05:15 PM - 08:15 PM	WH2014	Nancy F Molfenter
03/18	F	09:00 AM - 12:15 PM	WH2015	Nancy F Molfenter

SPECED 686 ACADEMIC INTERVENTION I ... The course is about phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through the use of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents engage in to read fluently are examined as well as similarities and differences in reading instruction in special and general education. Specifically, the difficulties encountered by students with language and learning differences are reviewed and "best practices" in teaching phonemic awareness, decoding/phonics, and spelling are emphasized through discussion, modelling, and demonstrating instructional strategies.

PREREQ: SPECED 205, SPECED 325, SPECED 326, SPECED 361, AND ADMISSION TO PROFESSIONAL EDUCATION

#2649 Section 01 [units: 3]

01/19-05/17 W 05:15 PM - 07:45 PM WH2014 Amy C Stevens

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

#2650 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Tia R Schultz

SPECED 703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP ... This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.

#2651 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Lana L Collet-Klingenberg

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

#2652 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit with be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Shannon Stuart

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

SPECED 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION ... This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios -- a Professional Development Portfolio, a Showcase Portfolio or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A showcase portfolio will assist teachers who wish to move into another professional position. The National Board portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their working according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.

PREREQ: STUDENTS SEEKING THE MSE IN SPECIAL EDUCATION WILL BE EXPECTED TO HAVE COMPLETED THE GENERAL CORE, THE SPECIALTY CORE, AND THE PROFESSIONAL DEVELOPMENT CORE CLASSES. OTHERS MAY BE ADMITTED WITH CONSENT OF THE INSTRUCTOR.

#2653 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.

01/19-05/17 Arranged Arranged WEB BASED Shannon Stuart

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

#2654 Section 01 [units: 3]

01/19-05/17 R 05:15 PM - 07:45 PM WH2005 Kathryn J Casey

SPECED 783 GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT ... This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes artifacts from Characteristics, Methods, and a performance component. The artifacts selected should demonstrate competencies on the Council for Exceptional Children (CEC) and Wisconsin Teaching Standards (WTS). The performance component will be comprised of completing 25 hours in an assigned field placement, and a written project. Teacher candidates must earn a passing grade on this portfolio, and passing scores on all clinical evaluations and field projects, for entrance into the Directed Teaching Block.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2673 Section 01 [units: 3]

01/30 S 09:00 AM - 11:00 AM WH2005 Kathryn J Casey

03/12 S 09:00 AM - 11:00 AM WH2005 Kathryn J Casey

04/30 S 09:00 AM - 11:00 AM WH2005 Kathryn J Casey

01/19-05/17 Arranged Arranged OFF CAMPUS Kathryn J Casey to be specified at 1st meeting

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

#2655 Section 01 [units: 1-3]

01/19-05/17 Arranged Arranged Lana L Collet-Klingenberg

Dept. Consent

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 cognitive delays, emotional/behavioral disorders and learning disabilities.

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

#2656 Section 01 [units: 2]

03/28-05/06 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS 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, SPECED 361, SPECFLD 385, ADM PROF ED, COREQ: SPECED 458 OR SPECED MINOR, SPECED 361, SPECFLD 385, ADM PROF ED

#2657 Section 01 [units: 2]

03/14-05/17 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle M Toms

#4214 Section 02 [units: 2]

03/14-05/17 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS 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

#2658 Section 01 [units: 2]

03/28-05/08 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia R Schultz

01/29 F 12:00 PM - 01:00 PM WH1014 Tia R Schultz

03/18 F 12:00 PM - 01:00 PM WH1014 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

#2659 Section 01 [units: 1]

03/28-05/08 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia R Schultz

01/29 F 12:00 PM - 01:00 PM WH1014 Tia R Schultz

03/18 F 12:00 PM - 01:00 PM WH1014 Tia R Schultz

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

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

#2660 Section 01 [units: 1]

01/19-05/17 Arranged Arranged Tia R Schultz

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

#2661 Section 01 [units: 6]

01/19-05/17 Arranged Arranged David J Unruh

S/NC Grading Basis Only

#4640 Section 02 [units: 6]

01/19-05/17 Arranged Arranged Philip J Bostic

S/NC Grading Basis Only

#4641 Section 03 [units: 6]

01/19-05/17 Arranged Arranged Ozalle M Toms

S/NC Grading Basis Only

#4642 Section 04 [units: 6]

01/19-05/17 Arranged Arranged Shannon Stuart

S/NC Grading Basis Only

#4643 Section 05 [units: 6]

01/19-05/17 Arranged Arranged Jeanne M Smith

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

#2662 Section 01 [units: 3]

01/19-05/17 Arranged Arranged David J Unruh

S/NC Grading Basis Only

#4648 Section 02 [units: 3]

01/19-05/17 Arranged Arranged Philip J Bostic

S/NC Grading Basis Only

#4649 Section 03 [units: 3]

01/19-05/17 Arranged Arranged Ozalle M Toms

S/NC Grading Basis Only

#4650 Section 04 [units: 3]

01/19-05/17 Arranged Arranged Shannon Stuart

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

#2663 Section 01 [units: 3]

01/19-05/17 Arranged Arranged David J Unruh

S/NC Grading Basis Only

#4651 Section 02 [units: 3]

01/19-05/17 Arranged Arranged Philip J Bostic

S/NC Grading Basis Only

#4652 Section 03 [units: 3]

01/19-05/17 Arranged Arranged Ozalle M Toms

S/NC Grading Basis Only

#4653 Section 04 [units: 3]

01/19-05/17 Arranged Arranged Shannon Stuart

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

#2664 Section 01 [units: 5]
01/19-05/17 Arranged Arranged David J Unruh
S/NC Grading Basis Only

#4644 Section 02 [units: 5]
01/19-05/17 Arranged Arranged Philip J Bostic
S/NC Grading Basis Only

#4645 Section 03 [units: 5]
01/19-05/17 Arranged Arranged Ozalle M Toms
S/NC Grading Basis Only

#4646 Section 04 [units: 5]
01/19-05/17 Arranged Arranged Shannon Stuart
S/NC Grading Basis Only

#4647 Section 05 [units: 5]
01/19-05/17 Arranged Arranged Jeanne M Smith
S/NC Grading Basis Only

SPECFLD 498 INDEPENDENT STUDY ...

#4449 Section 01 [units: 2] Dept. Consent
01/19-05/17 Arranged Arranged Lana L Collet-Klingenberg DIRECTED TEACHING CROSS CAT

#4450 Section 02 [units: 2] Dept. Consent
01/19-05/17 Arranged Arranged Lana L Collet-Klingenberg DIRECTED TEACHING EBD
01/19-05/17 Arranged Arranged Nomsa Gwalla-Ogisi DIRECTED TEACHING EBD
01/19-05/17 Arranged Arranged Shannon Stuart DIRECTED TEACHING EBD

#4451 Section 03 [units: 2] Dept. Consent
01/19-05/17 Arranged Arranged Lana L Collet-Klingenberg DIRECTED TEACHING LD
01/19-05/17 Arranged Arranged Nomsa Gwalla-Ogisi DIRECTED TEACHING LD
01/19-05/17 Arranged Arranged Shannon Stuart DIRECTED TEACHING LD

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

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

#2665 Section 01 [units: 1-6]
01/19-05/17 Arranged Arranged OFF CAMPUS Lana L Collet-Klingenberg
P/F Grading Basis Only

SPECFLD 789B PRACTICUM: LEARNING DISABILITY ... PRACTICUM: LEARNING DISABILITY

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

#2666 Section 01 [units: 1-6]
01/19-05/17 Arranged Arranged OFF CAMPUS Jeanne M Smith
P/F Grading Basis Only

#4654 Section 02 [units: 1-6]
01/19-05/17 Arranged Arranged Philip J Bostic
P/F Grading Basis Only

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

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

#2667 Section 01 [units: 1-6]
01/19-05/17 Arranged Arranged OFF CAMPUS Jeanne M Smith
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

#2668 Section 01 [units: 1-6]
01/19-05/17 Arranged Arranged OFF CAMPUS Jeanne M Smith
P/F Grading Basis Only

#4656 Section 02 [units: 1-6]
01/19-05/17 Arranged Arranged Philip J Bostic
P/F Grading Basis Only

<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>
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SPECFLD 793A INSERVICE PRACTICUM: COGNITIVE DISABILITY ... INSERVICE PRACTICUM: COGNITIVE DISABILITY**PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680**

#2669 Section 01 [units: 1-6]

01/19-05/17 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**

#2670 Section 01 [units: 1-6]

01/19-05/17 Arranged Arranged OFF CAMPUS Lana L Collet-Klingenberg

01/19-05/17 Arranged Arranged OFF CAMPUS Philip J Bostic

P/F Grading Basis Only

SPECFLD 793C INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS ... INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS**PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680**

#2671 Section 01 [units: 1-6]

01/19-05/17 Arranged Arranged OFF CAMPUS Lana L Collet-Klingenberg

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**

#2672 Section 01 [units: 1-6]

01/19-05/17 Arranged Arranged OFF CAMPUS Lana L Collet-Klingenberg

01/19-05/17 Arranged Arranged OFF CAMPUS Philip J Bostic

P/F Grading Basis Only