

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.

#1148 Section 01 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
09/06-12/22 TR 09:30 AM - 10:45 AM WH1001 Thomas Robinson

SPECED 205 INTRODUCTION TO SPECIAL EDUCATION ... A survey course designed to familiarize students with the psychological, physiological and educational problems that confront persons with intellectual disabilities, gifts and talents, emotional or behavioral disorders, speech impairments, auditorily impairments, visual impairments, and orthopedic and neurological impairments.

#1150 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

09/06-12/22 TR 12:30 PM - 01:45 PM WH2005 Thomas Robinson HONORS

#1152 Section 03 [units: 3]
09/06-12/22 MWF 01:00 PM - 01:50 PM WH1001 Shannon Stuart

#1153 Section 04 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.
09/06-12/22 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

#1154 Section 05 [units: 3]
09/06-12/22 M 05:00 PM - 07:30 PM WH2001 Lynn Lindahl

#1155 Section 06 [units: 3]
09/06-12/22 TR 08:00 AM - 09:15 AM WH1001 Barbara Hilliker

#1156 Section 07X [units: 3]
09/06-12/22 TR 09:30 AM - 10:45 AM WH2001 Lana Collet-Klingenberg

#1203 Section 08X [units: 3]
09/06-12/22 TR 09:30 AM - 10:45 AM Lana Collet-Klingenberg

#1210 Section 09 [units: 3] NOTE: Restricted to students in the Wilmot High School PIE cohort.
09/06-12/22 Arranged Arranged OFF CAMPUS Barbara Hilliker PIE PROGRAM

#4779 Section 10 [units: 3] NOTE: Restricted to students in the Wilmot PIE Program.
09/06-12/22 Arranged Arranged OFF CAMPUS Barbara Hilliker PIE PROGRAM

09/06-12/22 Arranged Arranged OFF CAMPUS Kimberly Christiansen 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: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS AND (3) COMBINED 2.75 GPA (THE GPA REQUIREMENTS IS NOT REQUIRED OF NON-LICENSURE MINORS)

#2819 Section 01 [units: 3]
09/06-12/22 T 05:00 PM - 07:30 PM WH1001 Thomas Robinson

#3815 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.
09/06-12/22 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

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: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS AND (3) COMBINED 2.75 GPA (THE GPA REQUIREMENTS IS NOT REQUIRED OF NON-LICENSURE MINORS)

#1157 Section 01 [units: 3]
09/06-12/22 MWF 01:00 PM - 01:50 PM WH2014 Sharon Kolb

Class#	Section	(Units)	General Education Designation (if any)	Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)
#3816	Section 02	[units: 3]		09/06-12/22	Arranged	Arranged	WEB BASED	Lynn Lindahl	

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: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS AND (3) COMBINED 2.75 GPA (THE GPA REQUIREMENTS IS NOT REQUIRED OF NON-LICENSURE MINORS)

#1158	Section 01	[units: 3]		09/06-12/22	TR	09:30 AM - 10:45 AM	WH2014	Amy Stevens	
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#1159	Section 02	[units: 3]		09/06-12/22	TR	02:00 PM - 03:15 PM	WH2015	Amy Stevens	
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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 AND ADMISSION TO PROFESSIONAL EDUCATION

#1160	Section 01	[units: 3]		09/06-12/22	MWF	12:00 PM - 12:50 PM	WH2005	James Collins	
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#1161	Section 02	[units: 3]		09/06-12/22	MWF	01:00 PM - 01:50 PM	WH2005	James Collins	
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SPECED 360 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOMS ... The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205

#1162	Section 01	[units: 3]		09/06-12/22	MW	02:00 PM - 03:15 PM	WH2014	Nomsa Gwalla-Ogisi	
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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 C DREQ: SPECFLD 385 OR SPECED MINOR AND ADM PROF ED

#1164	Section 01	[units: 3]							
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PREREQ: SPECIAL EDUCATION MINOR

09/06-12/22	TR	03:30 PM - 04:45 PM	WH2014	Barbara Hilliker	minors only
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#1165	Section 02	[units: 3]							
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09/12-10/28	TR	09:00 AM - 11:40 AM	WH2008	Kathryn Casey	majors only
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09/07	R	09:00 AM - 11:40 AM	WH1013	Kathryn Casey	
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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

#1166	Section 01	[units: 2]							
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09/06-12/22	R	10:00 AM - 11:40 AM	WH2015	Brooke Winchell	ECE only
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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

#1167	Section 01	[units: 3]							
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09/06-12/22	Arranged	Arranged	WEB BASED	Sharon Kolb	ECE only
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#1168	Section 02	[units: 3]							
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09/06-12/22	Arranged	Arranged	WEB BASED	Sharon Kolb	
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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)

#1202	Section 01	[units: 3]							
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09/06-12/22	Arranged	Arranged	WEB BASED	Ozalle Toms	
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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)

#2820	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
	09/06-12/22	Arranged	Arranged	WEB BASED	Tia Schultz	GRADS Only
#2821	Section 02	[units: 3]				
	09/06-12/22	MW	12:30 PM - 01:45 PM	WH2015	Tia Schultz	UG Only

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

#1169	Section 01	[units: 3]				
	09/06-12/22	R	05:00 PM - 07:30 PM	WH2014	Barbara Hilliker	
#1170	Section 02	[units: 3]				
	09/06-12/22	TR	12:30 PM - 01:45 PM	WH2015	Ozalle 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

#1171	Section 01	[units: 3]				
	09/06-12/22	R	01:00 PM - 03:30 PM	WH2010	Brooke 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

#1172	Section 01	[units: 3]				
	09/06-10/27	MW	09:00 AM - 11:40 AM	WH2005	James Collins	

SPECED 465 CURRICULUM AND METHODS FOR INTELLECTUAL DISABILITIES - FUNCTIONAL ... This course covers content for persons who will be work with individuals who have moderate and/or severe disabilities. It 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 is 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

#2869	Section 01	[units: 3]				
	09/06-12/22	TR	03:30 PM - 04:45 PM	WH2015	Nancy 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: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS AND (3) COMBINED 2.75 GPA (THE GPA REQUIREMENTS IS NOT REQUIRED OF NON-LICENSURE MINORS)

#1173	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
	09/06-12/22	Arranged	Arranged	WEB BASED	Sharon Kolb	
#1174	Section 02	[units: 3]				
	09/06-12/22	MWF	10:00 AM - 10:50 AM	WH2015	Tia 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

#1175	Section 01	[units: 3]				
	09/06-12/22	R	05:00 PM - 07:30 PM	WH2005	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

#1176	Section 01	[units: 3]				
	09/06-12/22	MW	02:00 PM - 03:15 PM	WH2015	James Collins	

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

#1177 Section 01 [units: 3]

09/15	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
09/29	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
10/06	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
10/13	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
10/27	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
11/10	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
11/17	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
12/01	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
09/06-12/22	Arranged	Arranged	WEB BASED	Brooke Winchell	ECE only

#1178 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

PREREQ: ADMISSION TO THE ECE4U PROGRAM

10/30-12/22	Arranged	Arranged	WEB BASED	Sharon Kolb	ECE4U
11/04	S	08:30 AM - 11:00 AM	WH2008	Sharon Kolb	ECE4U
11/18	S	08:30 AM - 11:00 AM	WH2008	Sharon Kolb	ECE4U
12/09	S	08:30 AM - 11:00 AM	WH2008	Sharon Kolb	ECE4U

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

#1179 Section 01 [units: 3] NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged

Dept. Consent

09/07-10/19	R	05:15 PM - 08:15 PM	WH2010	Lama Bergstrand Othman	
09/08	F	Arranged	WEB BASED	Lama Bergstrand Othman	
09/22	F	Arranged	WEB BASED	Lama Bergstrand Othman	
10/08	U	Arranged	WEB BASED	Lama Bergstrand Othman	
10/20	F	Arranged	WEB BASED	Lama Bergstrand Othman	
11/03	F	09:00 AM - 04:00 PM	WH2010	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

#1180 Section 01 [units: 3]

09/06-12/22	TR	12:30 PM - 01:45 PM	WH2014	Amy Stevens	
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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

#1181 Section 01 [units: 3]

09/06-12/22	TR	02:00 PM - 03:15 PM	WH2014	Lama Bergstrand Othman	
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SPECED 498 INDEPENDENT STUDY ... Study of a selected topic or topics under the direction of a faculty member. Repeatable for a maximum of 9 credits in degree. Prereq: Consent of instructor.

#1182 Section 01 [units: 1-3]

Dept. Consent

09/06-12/22	Arranged	Arranged		Lana Collet-Klingenberg	
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#4697 Section 02 [units: 1]

Dept. Consent

09/06-12/22	Arranged	Arranged		Brooke Winchell	INDIVIDUAL INVESTIGATION
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*** 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

#1183 Section 01 [units: 3]

09/06-12/22 MW 02:00 PM - 03:15 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

#1185 Section 01 [units: 2]

09/06-12/22 R 10:00 AM - 11:40 AM WH2015 Brooke 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

#1186 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/06-12/22 Arranged Arranged WEB BASED Sharon Kolb ECE only

#1187 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/06-12/22 Arranged Arranged WEB BASED Sharon 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

#1188 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/06-12/22 Arranged Arranged WEB BASED Tia Schultz GRADS Only

#1189 Section 02 [units: 3]

09/06-12/22 MW 12:30 PM - 01:45 PM WH2015 Tia Schultz UG Only

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

#1190 Section 01 [units: 3]

09/06-12/22 R 05:00 PM - 07:30 PM WH2014 Barbara Hilliker

#1191 Section 02 [units: 3]

09/06-12/22 TR 12:30 PM - 01:45 PM WH2015 Ozalle 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

#1192 Section 01 [units: 3]

09/06-12/22 R 01:00 PM - 03:30 PM WH2010 Brooke 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

#1193 Section 01 [units: 3]

09/06-10/27 MW 09:00 AM - 11:40 AM WH2005 James 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

#1194 Section 01 [units: 3]

09/15	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
09/29	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
10/06	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
10/13	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
10/27	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
11/10	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
11/17	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
12/01	F	09:00 AM - 11:30 AM	WH2005	Brooke Winchell	ECE only
09/06-12/22	Arranged	Arranged	WEB BASED	Brooke Winchell	ECE only

#1195 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

PREREQ: ADMISSION TO THE ECE4U PROGRAM

10/30-12/22	Arranged	Arranged	WEB BASED	Sharon Kolb	ECE4U
11/04	S	08:30 AM - 11:00 AM	WH2008	Sharon Kolb	ECE4U
11/18	S	08:30 AM - 11:00 AM	WH2008	Sharon Kolb	ECE4U
12/09	S	08:30 AM - 11:00 AM	WH2008	Sharon Kolb	ECE4U

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

#1196 Section 01 [units: 3] NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged

Dept. Consent

09/07-10/19	R	05:15 PM - 08:15 PM	WH2010	Lama Bergstrand Othman
09/08	F	Arranged	WEB BASED	Lama Bergstrand Othman
09/22	F	Arranged	WEB BASED	Lama Bergstrand Othman
10/08	U	Arranged	WEB BASED	Lama Bergstrand Othman
10/20	F	Arranged	WEB BASED	Lama Bergstrand Othman
11/03	F	09:00 AM - 04:00 PM	WH2010	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.

#1197 Section 01 [units: 3]

09/06-12/22	W	05:15 PM - 07:45 PM	WH2014	James Collins
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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.**

#1198 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/06-12/22	Arranged	Arranged	WEB BASED	Shannon Stuart
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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

#1199 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/06-12/22	Arranged	Arranged	WEB BASED	Shannon Stuart
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SPECED 708 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS ... This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children's needs. Methods of instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.

PREREQ: SPECED 707 OR CONSENT OF INSTRUCTOR

#4752 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.

09/06-12/22	Arranged	Arranged	WEB BASED	Shannon Stuart
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Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)

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.

#1200 Section 01 [units: 3]
09/06-12/22 M 05:15 PM - 07:45 PM WH2014 Nomsa Gwalla-Ogisi

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

#1204 Section 01 [units: 3] NOTE: This is an online course. An additional fee of \$150 is required.
09/06-12/22 Arranged Arranged WEB BASED Lama Bergstrand Othman

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

#1201 Section 01 [units: 1-3] Dept. Consent
09/06-12/22 Arranged Arranged Lana Collet-Klingenberg

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)**

#1105 Section 01 [units: 2]
10/30-12/08 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Kathryn Casey
09/22 F 02:00 PM - 04:00 PM WH2001 Kathryn 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**

#1106 Section 01 [units: 2] NOTE: Friday meetings will be in WH2001
10/30-12/08 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle Toms
09/22 F 02:00 PM - 04:00 PM Ozalle Toms Meet in WH2001

SPECFLD 485A SPECIALIZATION FIELD WORK - INTELLECTUAL DISABILITIES ... This field experience provides the opportunity to work with students who have intellectual disabilities.

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

#1107 Section 01 [units: 2] NOTE: Friday meetings will be in WH2001
10/30-12/08 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia Schultz
09/22 F 02:00 PM - 04:00 PM Tia Schultz Meet in WH2001

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

#1108 Section 01 [units: 1] NOTE: Friday meetings will be in WH2001
10/30-12/08 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia Schultz
09/22 F 02:00 PM - 04:00 PM Tia Schultz Meet in WH2001

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

#1118 Section 01 [units: 1] NOTE: Friday meetings will be in WH2001. Please SPECFLD 485B for meeting information.
09/06-12/22 Arranged Arranged Tia Schultz

SPECFLD 489A DIRECTED TEACHING SPECIAL EDUCATION - INTELLECTUAL DISABILITIES ... 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 MAJOR OR LICENSURE COURSES, 2.75 GPA **COREQ: SPECFLD 489D, SPECED 480**

#1109 Section 01 [units: 6]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana Collet-Klingenberg
S/NC Grading Basis Only

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

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

#1110 Section 01 [units: 3]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana Collet-Klingenberg
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

#1111 Section 01 [units: 3]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana Collet-Klingenberg
S/NC Grading Basis Only

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

#1112 Section 01 [units: 5]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana Collet-Klingenberg
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

#1113 Section 01 [units: 2]
10/30-12/08 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle Toms
09/22 F 02:00 PM - 04:00 PM Ozalle Toms Meet in WH2001

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

#1114 Section 01 [units: 1-6]
09/06-12/22 MTWRF Arranged OFF CAMPUS Lana 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

#1115 Section 01 [units: 1-6]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana 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

#1116 Section 01 [units: 1-6]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana 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

#1117 Section 01 [units: 1-6]
09/06-12/22 Arranged Arranged OFF CAMPUS Lana Collet-Klingenberg
P/F Grading Basis Only