1. All students entering the pre-professional education pre-block courses, including undergraduates, transfer students, and baccalaureate degree holding students, must meet the following criteria:

[a] Passing scores on at least two subtests of the Pre-Professional Skills Test PPST;
[b] A 2.75 grade point average on a minimum of 12 credits.

2. Students seeking teacher licensure must be admitted to Professional Education in order to enroll in selected upper divisions courses (300-400) in Education. For information pertaining to admission to Professional Education, check at Winther Hall Information Desk.

3. The Wisconsin Department of Public Instruction licensure code requires all new graduates in Early Childhood and Elementary Education to complete the Environmental Education requirement. Either Biology 214, Ecology and Society, or Geography 252, Human Environmental Problems, will partially satisfy the requirement. Students should check with their advisers about the requirement.

PROFESSIONAL EDUCATION ADMISSION

For courses Restricted to Professional Education Admission: Practicing Teachers must have a copy of their teaching certificate and the application to Professional Education for Licensed Teachers on file with the College of Education (send to Winther Hall 2033, 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

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.

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 impaired and neurologically impaired.

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-LICENSEE MINORS)

#2644 Section 01 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-02/17 TR 11:00 AM - 12:15 PM WH1001 Rowand Robinson
02/20-03/10 TR 11:00 AM - 12:15 PM HH2310 Rowand Robinson
03/13-05/19 TR 11:00 AM - 12:15 PM WH1001 Rowand Robinson

#2645 Section 02 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-02/17 TR 02:00 PM - 03:15 PM WH1001 Rowand Robinson
02/20-03/10 TR 02:00 PM - 03:15 PM UH0140 Rowand Robinson
03/13-05/19 TR 02:00 PM - 03:15 PM WH1001 Rowand Robinson

#2646 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of $50 per credit will be assessed for this course.
01/17-05/19 M Arranged WEB BASED Tia Schultz

#2644 Section 02 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-02/13 M 05:00 PM - 07:30 PM WH1001 Lynn Lindahl
02/20-03/10 M 05:00 PM - 07:30 PM WH1012 Lynn Lindahl
03/13-05/19 M 05:00 PM - 07:30 PM WH1001 Lynn Lindahl

#2648 Section 03 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-05/19 TR 11:00 AM - 12:15 PM WH2001 Shannon Stuart

#2649 Section 04 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-05/19 T 05:00 PM - 07:30 PM WH2014 Barbara Hilliker

#2650 Section 05 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-05/19 TR 02:00 PM - 03:15 PM WH2001 Shannon Stuart

#2651 Section 01 [units: 3] GE Interdiscip & US Racial/Eth (GI) (DV)
01/17-05/19 T 05:00 PM - 07:30 PM WH1001 Rowand Robinson
02/20-03/10 T 05:00 PM - 07:30 PM WH2015 Rowand Robinson
03/13-05/19 T 05:00 PM - 07:30 PM WH1001 Rowand Robinson

#4509 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of $150 is required.
01/17-05/19 Arranged WEB BASED Annie Bialek
SPE 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) SPE 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-LICENSED MINORS)
#2652 Section 01 [units: 3]
01/17-05/19 MWF 11:00 AM - 11:50 AM WH2014 Sharon Kolb
#4510 Section 02 [units: 3]
NOTE: This is a web based course. An additional fee of $150 is required.
01/17-05/19 Arranged Arranged WEB BASED Sharon Kolb

SPE 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) SPE 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-LICENSED MINORS)
#2653 Section 01 [units: 3]
01/17-05/19 TR 09:30 AM - 10:45 AM WH2014 Amy Stevens
#2654 Section 02 [units: 3]
01/17-05/19 TR 02:00 PM - 03:15 PM WH4008 Amy Stevens

SPE 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: SPE 205 AND ADMISSION TO PROFESSIONAL EDUCATION
#2656 Section 02 [units: 3]
01/17-05/19 MWF 12:00 PM - 12:50 PM WH2005 James Collins

SPE 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, SPE 205
#2657 Section 01 [units: 3]
01/17-05/19 MW 12:30 PM - 01:45 PM WH2014 Nomsa Gwalla-Ogisi
#2808 Section 02 [units: 3]
01/17-05/19 W 05:15 PM - 07:45 PM WH2014 Nomsa Gwalla-Ogisi

SPE 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: SPE 321, 322, AND 325 AND ADM PROF ED OR MINOR AND ADM PROF ED EDCOREQ: SPECFLD 385 OR SPECED MINOR AND ADM PROF ED
#2658 Section 01 [units: 3]
01/17-05/19 TR 02:00 PM - 03:15 PM WH2014 Barbara Hilliker MINORS ONLY
#2659 Section 02 [units: 3]
01/17-05/19 TR 02:00 PM - 03:15 PM WH2015 Kathryn Casey MAJORS ONLY

SPE 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: SPE 321, 322, AND 325 AND ADM PROF ED OR MINOR AND ADM PROF ED EDCOREQ: SPECFLD 385 OR SPECED MINOR AND ADM PROF ED
#2660 Section 01 [units: 2]
NOTE: This is a web based course. An additional fee of $50 per credit with be assessed for this course.

SPE 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: SPE 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR
#2661 Section 01 [units: 3]
NOTE: This is a web based course. An additional fee of $50 per credit with be assessed for this course.
01/17-05/19 Arranged Arranged WEB BASED Sharon Kolb
#2662 Section 02 [units: 3]
NOTE: This is a web based course. An additional fee of $50 per credit with be assessed for this course.
01/17-05/19 Arranged Arranged WEB BASED Sharon Kolb ECE ONLY
SPECD 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: SPECD 321, SPECD 322, SPECD 325, AND ADMISSION TO PROFESSIONAL EDUCATION (FOR MAJORS) OR CONSENT OF INSTRUCTOR (FOR NON-MAJORS)

#2664 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of $50 per credit with be assessed for this course.
01/17-05/19 Arranged Arranged WEB BASED Sharon Kolb ECE4U ONLY

SPECD 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: SPECD 321, 326, 360, SPECFD 410, AND ADMISSION TO PROFESSIONAL EDUCATION; COREQ: (SPECFD 485A) OR (SPECFD 485B AND 485C)

#2809 Section 01 [units: 3]
01/17-05/19 MW 12:30 P.M. - 01:45 P.M. WH2015 Tia Schultz
03/11 S 08:00 AM - 09:45 AM WH2015 Tia Schultz

SPECD 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: SPECD MAJOR, SPECD 205, SPECD 361, SPECD 362, SPECD 466, SPECFD 385 AND ADM PROF ED; COREQ: SPECFD 410; OR SPECD MINOR, SPECD 205, SPECD 361, SPECD 362, SPECD 466, SPECFD 385, ADM PROF ED; COREQ: SPECFD 410

#2665 Section 01 [units: 3]
01/17-05/19 R 05:15 PM - 07:45 PM WH4008 Philip Bostic

#2666 Section 02 [units: 3]
01/17-05/19 TR 12:30 PM - 01:45 PM WH4008 Ozalle Toms
04/13 R 12:30 PM - 01:45 PM WH2015 Ozalle Toms

SPECD 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: SPECD ADMISSION TO THE ECE4U PROGRAM

#2667 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of $50 per credit with be assessed for this course.
01/17-03/11 Arranged Arranged WEB BASED Lydia Krueger ECE4U only
01/21 S 08:30 AM - 11:00 AM WH2014 Lydia Krueger
02/18 S 08:30 AM - 11:00 AM WH2014 Lydia Krueger
03/11 S 08:30 AM - 11:00 AM WH2014 Lydia Krueger

SPECD 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: SPECD 326 RESTRICTED TO STUDENTS WITH PROFESSIONAL EDUCATION ADMISSION

#2668 Section 01 [units: 3]
01/17-03/11 MW 09:00 AM - 11:40 AM WH2005 James Collins

SPECD 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 assessing 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: SPECD 205, SPECD 322, SPECD 326 AND ADMISSION TO PROFESSIONAL EDUCATION

#2669 Section 01 [units: 3]
01/17-05/19 M 05:00 PM - 07:30 PM WH2014 Nancy Molfenter

SPECD 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) SPECD 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-LICENSEURE MINORS)

#2670 Section 01 [units: 3]
01/17-05/19 MWF 02:00 PM - 02:50 PM WH2015 Tia Schultz

#2671 Section 02 [units: 3] NOTE: This is a web based course. An additional fee of $50 per credit with be assessed for this course.
01/17-05/19 Arranged Arranged WEB BASED Nomso Gwalia-Ogisi
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
#2672 Section 01 [units: 3]
01/17-05/19 T 05:00 PM - 07:30 PM WH2005 Nomsa Gwalla-Ogisi
01/17-05/19 R 05:00 PM - 07:30 PM WH2005 Nancy Molfenter

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
#2673 Section 01 [units: 3]
01/17-05/19 MW 02:00 PM - 03:15 PM WH4008 James Collins

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 'Y'S OR C OR LOWER IN SPECED/SPECFLD COURSES, 2.75 GPA; COREQ: SPECFLD 489A, SPECFLD 489D OR SPECFLD 489B, SPECFLD 489C, SPECFLD 489D
#2674 Section 01 [units: 3] NOTE: A course fee of $300 to cover the cost of the edTPA will be charged.
01/17-03/02 R 05:15 PM - 08:15 PM WH2005 Lama Bergstrand Othman
03/10 F 09:00 AM - 05:00 PM WH2013 Lama Bergstrand Othman
01/17-05/19 Arranged Arranged WEB BASED Lama Bergstrand Othman

SPECED 486 ACADEMIC INTERVENTION I ... This 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
#2675 Section 01 [units: 3]
01/17-05/19 TR 12:30 PM - 01:45 PM WH2014 Amy 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
#2676 Section 01 [units: 3]
01/17-05/19 TR 02:00 PM - 03:15 PM WH2005 Lama Bergstrand Othman

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.
#2677 Section 01 [units: 1-3]
01/17-05/19 Arranged Arranged Lana Callet-Klingenberg
#4453 Section 02 [units: 3]
01/17-05/19 Arranged Arranged Shannon Stuart PHASE 3
#4621 Section 03 [units: 1]
01/17-05/19 Arranged Arranged Nomsa Gwalla-Ogisi COMPLETION OF STUDENT TEACHING
5/NC Grading Basis Only

*** GRADUATE LEVEL COURSES ***

SPECED 560 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM ... The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION
#2678 Section 01 [units: 3]
01/17-05/19MW 12:30 PM - 01:45 PM WH2014 Nomsa Gwalla-Ogisi
#2679 Section 02 [units: 3]
01/17-05/19 W 05:15 PM - 07:45 PM WH2014 Nomsa Gwalla-Ogisi
**SPECED 565  EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS** ... This course examines relevant theories and recent 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**

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**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**

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

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

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**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**

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

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

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

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

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SPCEDE 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

#2689 Section 01 [units: 3]
01/17-03/11 MW 09:00 AM - 11:40 AM WH2005 James Collins

SPCEDE 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: SPCEDE 205, SPCEDE 322, SPCEDE 326 AND ADMISSION TO PROFESSIONAL EDUCATION

#2690 Section 01 [units: 3]
01/17-05/19 M 05:00 PM - 07:30 PM WH2014 Nancy Molfenter

SPCEDE 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

#2691 Section 01 [units: 3]
01/17-03/02 R 05:15 PM - 08:15 PM WH2005 Lama Bergstrand Othman
03/10 F 09:00 AM - 05:00 PM WH2013 Lama Bergstrand Othman
01/17-05/19 Arranged Arranged WEB BASED Lama Bergstrand Othman

SPCEDE 686 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 use of 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 general/special education.

PREREQ: SPCEDE 321, SPCEDE 322, SPCEDE 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR GRADUATE STATUS AND ADMISSION TO PROFESSIONAL EDUCATION

#2692 Section 01 [units: 3]
01/17-05/19 W 05:15 PM - 07:45 PM WH2015 Amy Stevens

SPCEDE 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.

#2693 Section 01 [units: 3]
01/17-05/19 Arranged Arranged WEB BASED Lana Collet-Klingenberg

SPCEDE 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.

#2694 Section 01 [units: 3]
01/17-05/19 Arranged Arranged WEB BASED Lana Collet-Klingenberg

SPCEDE 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 and qualification for NBPTS certification.

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

#2695 Section 01 [units: 3]
01/17-05/19 Arranged Arranged WEB BASED Shannon Stuart
SPED 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.

SPED 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.

SPED 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

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

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

Special Education Field

SPED 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: SPED 281, SPED 282, SPED 285, AND ADMISSION TO PROFESSIONAL EDUCATION. SPED 325 AND ADMISSION TO PROFESSIONAL EDUCATION

#2704 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Kathryn Casey
#2705 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle Toms
#2706 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Lana Collet-Klingenberg
#2707 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Kathryn Casey
#2708 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Kathryn Casey
#2709 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia Schultz
#2710 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle Toms
#2711 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle Toms
#2712 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia Schultz
#2713 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Ozalle Toms
#2714 Section 01 [units: 2] 03/27-05/05 MTWRF 07:30 AM - 11:30 AM OFF CAMPUS Tia Schultz

SPED 410 GENERAL EDUCATION FIELD EXPERIENCES ... This field experience provides students with experience in a general education classroom where inclusory 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: SPED 361 AND SPED 385 AND ADMISSION TO PROFESSIONAL EDUCATION, OR SPED 361 AND ADMISSION TO PROFESSIONAL EDUCATION

SPED 458A SPECIALIZATION FIELD WORK - INTELLECTUAL DISABILITIES ... This field experience provides the opportunity to work with students who have intellectual disabilities.

PREREQ: SPED 385, 410, AND ADMISSION TO PROFESSIONAL EDUCATION

#2715 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia Schultz
#2716 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Ozalle Toms
#2717 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Ozalle Toms
#2718 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Ozalle Toms
#2719 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Ozalle Toms
#2720 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia Schultz
#2721 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Ozalle Toms
#2722 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia Schultz
#2723 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Ozalle Toms
#2724 Section 01 [units: 2] 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia Schultz
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<th>Description</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Sections</th>
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<td>SPECFLD 485B</td>
<td>SPECIALIZATION FIELD WORK - LEARNING DISABILITY</td>
<td>This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization area of learning disabilities.</td>
<td>PREREQ: SPECED 361, SPECFLD 385, 410 AND ADMISSION TO PROFESSIONAL ED; COREQ: SPECED 440, 473, AND SPECFLD 485C</td>
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<td>SPECIALIZATION FIELD WORK - EMOTIONAL/BEHAVIORAL DISORDERS</td>
<td>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.</td>
<td>PREREQ: SPECED 361, SPECFLD 385, 410, AND ADMISSION TO PROFESSIONAL ED; COREQ: SPECED 440, 473, AND SPECFLD 485B</td>
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<td>SPECFLD 489A</td>
<td>DIRECTED TEACHING SPECIAL EDUCATION - INTELLECTUAL DISABILITIES</td>
<td>Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.</td>
<td>PREREQ: PASS PRAXIS II, NO INCOMPLETE OR GRADES LOWER THAN C IN MAJOR OR LICENSURE COURSES, 2.75 GPA; COREQ: SPECFLD 489D, SPECED 480</td>
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<td>DIRECTED TEACHING SPECIAL EDUCATION - LEARNING DISABILITY</td>
<td>Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.</td>
<td>PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETES OR GRADES BELOW C IN SPECED OR SPECFLD COURSES, 2.75 GPA; COREQ: SPECFLD 489C, SPECFLD 489D, SPECED 480</td>
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<td>DIRECTED TEACHING SPECIAL EDUCATION - EMOTIONAL/BEHAVIORAL DISORDERS</td>
<td>Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.</td>
<td>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</td>
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**SPECFLD 498 INDEPENDENT STUDY ...**

| #4517  | Section 01 | 1    |                                        | Dept. Consent   |        |               |          | Philip Bostic | SPECFLD 498 INDEPENDENT STUDY ... |         |
| #4691  | Section 02 | 5    |                                        |Philip Bostic    |        |               |          | Bonnie Dimond |                             |         |
| #4692  | Section 03 | 5    |                                        |Lana Bergstrand Othman |        |               |          | Lama Bergstrand Othman |                             |         |
| #4693  | Section 04 | 5    |                                        | David Unruh     |        |               |          | David Unruh |                             |         |

***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

<p>| #2716  | Section 01 | 1-6  |                                        | Philip Bostic   |        |               |          | Lana Collet-Klingenberg | SPECFLD 789A PRACTICUM: COGNITIVE DISABILITY ... PRACTICUM: COGNITIVE DISABILITY |         |
| #2717  | Section 01 | 1-6  |                                        | Philip Bostic   |        |               |          | Philip Bostic | SPECFLD 789B PRACTICUM: LEARNING DISABILITY ... PRACTICUM: LEARNING DISABILITY |         |
| #2718  | Section 01 | 1-6  |                                        | Lana Collet-Klingenberg |        |               |          | Lana Collet-Klingenberg | SPECFLD 789C PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS ... PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS |         |
| #2719  | Section 01 | 1-6  |                                        | Lana Collet-Klingenberg |        |               |          | Philip Bostic | SPECFLD 789D PRACTICUM: CROSS CATEGORICAL ... PRACTICUM: CROSS CATEGORICAL |         |
| #2720  | Section 01 | 1-6  |                                        | Lana Collet-Klingenberg |        |               |          | Philip Bostic | SPECFLD 793A INSERVICE PRACTICUM: COGNITIVE DISABILITY ... INSERVICE PRACTICUM: COGNITIVE DISABILITY |         |</p>
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PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

P/F Grading Basis Only