

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.

#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	UHO140	Rowand Robinson		
	03/13-05/19	TR	02:00 PM - 03:15 PM	WH1001	Rowand Robinson		

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

#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		
#2647	Section 02	[units: 3]					
	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]					
	01/17-05/19	TR	11:00 AM - 12:15 PM	WH2001	Shannon Stuart		
#2649	Section 04	[units: 3]					
	01/17-05/19	T	05:00 PM - 07:30 PM	WH2014	Barbara Hilliker		
#2650	Section 05	[units: 3]					
	01/17-05/19	TR	02:00 PM - 03:15 PM	WH2001	Shannon Stuart		
#2807	Section 06	[units: 3]					
	01/17-02/17	TR	09:30 AM - 10:45 AM	WH1001	Barbara Hilliker		
	02/20-03/10	TR	09:30 AM - 10:45 AM	WH4010	Barbara Hilliker		
	03/13-05/19	TR	09:30 AM - 10:45 AM	WH1001	Barbara Hilliker		
#4563	Section 07	[units: 3]	NOTE: Restricted to students in the Partners in Education (PIE) program at Whitnall High School				
	01/17-05/19	Arranged	Arranged	OFF CAMPUS	Laurie Martin	PIE PROGRAM	
	01/17-05/19	Arranged	Arranged	OFF CAMPUS	Barbara Hilliker	PIE PROGRAM	

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

PREREQ: (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)

#2651	Section 01	[units: 3]					
	01/17-02/17	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	Arranged	WEB BASED	Annie Bialek		

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

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)

#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	

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)

#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

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

#2656	Section 02	[units: 3]			
	01/17-05/19	MWF	12:00 PM - 12:50 PM	WH2005	James 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

#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

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

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

#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

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.

#2660 Section 01 [units: 2] 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

	03/13-05/19	Arranged	Arranged	WEB BASED	Terri Schmidt-Enters	
	04/01	S	08:30 AM - 10:00 AM	WH2005	Terri Schmidt-Enters	
	04/22	S	08:30 AM - 10:00 AM	WH2005	Terri Schmidt-Enters	
	05/06	S	08:30 AM - 10:00 AM	WH2005	Terri Schmidt-Enters	

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

#2661	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	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 will be assessed for this course.			
	01/17-05/19	Arranged	Arranged	WEB BASED	Sharon Kolb	ECE ONLY

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

#2663 Section 03 [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

01/17-03/11	Arranged	Arranged	WEB BASED	Sharon Kolb	ECE4U ONLY
-------------	----------	----------	-----------	-------------	------------

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)

#2664 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	Arranged	Arranged	WEB BASED	Lynn Lindahl	
-------------	----------	----------	-----------	--------------	--

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 EDUCATION (SPECFLD 485A) OR (SPECFLD 485B AND 485C)

#2809 Section 01 [units: 3]

01/17-05/19	MW	12:30 PM - 01:45 PM	WH2015	Tia Schultz	
03/11	S	08:00 AM - 05:00 PM	WH2015	Tia 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

#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	

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.

#2667 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

01/17-03/11	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	

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

#2668 Section 01 [units: 3]

01/17-03/11	MW	09:00 AM - 11:40 AM	WH2005	James 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

#2669 Section 01 [units: 3]

01/17-05/19	M	05:00 PM - 07:30 PM	WH2014	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)

#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 will be assessed for this course.

01/17-05/19	Arranged	Arranged	WEB BASED	Nomsa Gwalla-Ogisi	
-------------	----------	----------	-----------	--------------------	--

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

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 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 '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

#2674 Section 01 [units: 3]

NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged.

Dept. Consent

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 ... 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

#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]

Dept. Consent

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

#4453 Section 02 [units: 3]

Dept. Consent

01/17-05/19 Arranged Arranged Shannon Stuart PHASE 3

#4621 Section 03 [units: 1]

Dept. Consent

01/17-05/19 Arranged Arranged Nomsa Gwalla-Ogisi COMPLETION OF STUDENT TEACHING

S/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]

01/17-05/19 MW 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

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

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

#2680	Section 01	[units: 2]	NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.		
	03/13-05/19	Arranged	Arranged	WEB BASED	Terri Schmidt-Enters
	04/01	S	08:30 AM - 10:00 AM	WH2005	Terri Schmidt-Enters
	04/22	S	08:30 AM - 10:00 AM	WH2005	Terri Schmidt-Enters
	05/06	S	08:30 AM - 10:00 AM	WH2005	Terri Schmidt-Enters

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

#2681	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	Arranged	Arranged	WEB BASED	Sharon Kolb
#2682	Section 02	[units: 3]	NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.		
	01/17-05/19	Arranged	Arranged	WEB BASED	Sharon Kolb ECE ONLY
#2683	Section 03	[units: 3]	NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.		
	01/17-03/11	Arranged	Arranged	WEB BASED	Sharon 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, NON-MAJORS, AND GRADUATE STUDENTS)

#2684	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	Arranged	Arranged	WEB BASED	Lynn Lindahl

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

#2685	Section 01	[units: 3]			
	01/17-05/19	MW	12:30 PM - 01:45 PM	WH2015	Tia Schultz
	03/11	S	08:00 AM - 05:00 PM	WH2015	Tia 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

#2686	Section 01	[units: 3]			
	01/17-05/19	R	05:15 PM - 07:45 PM	WH4008	Philip Bostic
#2687	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

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

#2688	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$50 per credit will be assessed for this course.		
	01/17-03/11	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

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

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

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

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

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

#2691	Section 01	[units: 3]	NOTE: A course fee of \$300 to cover the cost of the edTPA will be charged.			Dept. Consent
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 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 using 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: SPECED 321, SPECED 322, SPECED 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		

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.

#2693	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	Arranged	Arranged	WEB BASED	Lana Collet-Klingenberg		

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.

#2694	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	Arranged	Arranged	WEB BASED	Lana 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

#2695	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	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.

#2696 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 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.

#2697 Section 01 [units: 3]

01/17-05/19 R 05:15 PM - 07:45 PM WH2014 Susan Probst

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

#2699 Section 01 [units: 3]

01/17-05/19	Arranged	Arranged	WEB BASED	Barbara Hilliker	to be specified at 1st meeting
01/28	S	09:00 AM - 11:30 AM	WH2014	Barbara Hilliker	
03/11	S	09:00 AM - 11:30 AM	WH2005	Barbara Hilliker	
04/29	S	09:00 AM - 11:30 AM	WH2014	Barbara Hilliker	
04/22	S	09:00 AM - 11:30 AM	WH2010	Barbara Hilliker	

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

#4501 Section 01 [units: 3] NOTE: Restricted to students in the Mukwonago MSE-PD Cohort

01/17-05/19 Arranged Arranged OFF CAMPUS Liesl Gapinski METACOGNITION IN ACTION

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

#2698 Section 01 [units: 1-3]

01/17-05/19 Arranged Arranged Lana 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 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)

#2707 Section 01 [units: 2]

03/27-05/05	MTWRF	07:30 AM - 11:30 AM	OFF CAMPUS	Kathryn Casey
02/03	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

#2708 Section 01 [units: 2] NOTE: First meeting will be held in WH2001

03/27-05/05	MTWRF	07:30 AM - 11:30 AM	OFF CAMPUS	Ozalle Toms
02/03	F	02:00 PM - 04:00 PM		Ozalle Toms

#4443 Section 02 [units: 2]

03/27-05/05	MTWRF	07:30 AM - 11:30 AM	OFF CAMPUS	Ozalle Toms
01/17-05/19	F	02:00 PM - 04:00 PM		Ozalle Toms

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 EDUCATION. COREQ: SPECED 440 AND 473

#2709 Section 01 [units: 2] NOTE: First meeting will be held in WH2001

03/27-05/05	Arranged	08:00 AM - 12:00 PM	OFF CAMPUS	Tia Schultz
02/03	F	02:00 PM - 04:00 PM		Tia Schultz

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

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

#2710 Section 01 [units: 1] NOTE: First meeting will be held in WH2001
 03/27-05/05 MTWRF 08:00 AM - 12:00 PM OFF CAMPUS Tia Schultz
 02/03 F 02:00 PM - 04:00 PM Tia Schultz

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

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

#2711 Section 01 [units: 1] NOTE: First meeting will be held in WH2001. Please see 485B for all meeting dates.
 03/27-05/05 Arranged 08:00 AM - 12:00 PM OFF CAMPUS 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

#2712 Section 01 [units: 6]
 01/17-05/19 Arranged Arranged Philip Bostic
 S/NC Grading Basis Only
 #4682 Section 02 [units: 6]
 01/17-05/19 Arranged Arranged Bonnie Dimond
 S/NC Grading Basis Only
 #4683 Section 03 [units: 6]
 01/17-05/19 Arranged Arranged Lama Bergstrand Othman
 S/NC Grading Basis Only
 #4684 Section 04 [units: 6]
 01/17-05/19 Arranged Arranged David Unruh
 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

#2713 Section 01 [units: 3]
 01/17-05/19 Arranged Arranged Philip Bostic
 S/NC Grading Basis Only
 #4685 Section 02 [units: 3]
 01/17-05/19 Arranged Arranged Bonnie Dimond
 S/NC Grading Basis Only
 #4686 Section 03 [units: 3]
 01/17-05/19 Arranged Arranged Lama Bergstrand Othman
 S/NC Grading Basis Only
 #4687 Section 04 [units: 3]
 01/17-05/19 Arranged Arranged David Unruh
 S/NC Grading Basis Only
 #4700 Section 05 [units: 3]
 01/17-05/19 Arranged Arranged To Be Arranged INTERNATIONAL
 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

#2714 Section 01 [units: 3]
 01/17-05/19 Arranged Arranged Philip Bostic
 S/NC Grading Basis Only
 #4688 Section 02 [units: 3]
 01/17-05/19 Arranged Arranged Bonnie Dimond
 S/NC Grading Basis Only
 #4689 Section 03 [units: 3]
 01/17-05/19 Arranged Arranged Lama Bergstrand Othman
 S/NC 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>
#4690	Section 04	[units: 3]			
01/17-05/19	Arranged	Arranged		David Unruh	
S/NC Grading Basis Only					
#4701	Section 05	[units: 3]			
01/17-05/19	Arranged	Arranged		To Be Arranged	INTERNATIONAL
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

#2715	Section 01	[units: 5]			
01/17-05/19	Arranged	Arranged		Philip Bostic	
S/NC Grading Basis Only					
#4691	Section 02	[units: 5]			
01/17-05/19	Arranged	Arranged		Bonnie Dimond	
S/NC Grading Basis Only					
#4692	Section 03	[units: 5]			
01/17-05/19	Arranged	Arranged		Lama Bergstrand Othman	
S/NC Grading Basis Only					
#4693	Section 04	[units: 5]			
01/17-05/19	Arranged	Arranged		David Unruh	
S/NC Grading Basis Only					

SPECFLD 498 INDEPENDENT STUDY ...

#4517	Section 01	[units: 1]				Dept. Consent
01/17-05/19	Arranged	Arranged		Tia Schultz	FIELD STUDY	

***** 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

#2716	Section 01	[units: 1-6]			
01/17-05/19	Arranged	Arranged		Lana 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

#2717	Section 01	[units: 1-6]			
01/17-05/19	Arranged	Arranged		Philip 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

#2718	Section 01	[units: 1-6]			
01/17-05/19	Arranged	Arranged		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

#2719	Section 01	[units: 1-6]			
01/17-05/19	Arranged	Arranged		Philip Bostic	
P/F Grading Basis Only					

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

#2720	Section 01	[units: 1-6]			
01/17-05/19	Arranged	Arranged		Lana Collet-Klingenberg	
P/F Grading Basis Only					

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

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

#2721 Section 01 [units: 1-6]

01/17-05/19 Arranged Arranged

Philip Bostic

P/F Grading Basis Only

#4694 Section 02 [units: 1-6]

01/17-05/19 Arranged Arranged

Bonnie Dimond

P/F Grading Basis Only

#4695 Section 03 [units: 1-6]

01/17-05/19 Arranged Arranged

Lama Bergstrand Othman

P/F Grading Basis Only

#4696 Section 04 [units: 1-6]

01/17-05/19 Arranged Arranged

David Unruh

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

#2722 Section 01 [units: 1-6]

01/17-05/19 Arranged Arranged

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

#2723 Section 01 [units: 1-6]

01/17-05/19 Arranged Arranged

Philip Bostic

P/F Grading Basis Only

#4697 Section 02 [units: 1-6]

01/17-05/19 Arranged Arranged

Bonnie Dimond

P/F Grading Basis Only

#4698 Section 03 [units: 1-6]

01/17-05/19 Arranged Arranged

Lama Bergstrand Othman

P/F Grading Basis Only

#4699 Section 04 [units: 1-6]

01/17-05/19 Arranged Arranged

David Unruh

P/F Grading Basis Only