

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

#1018	Section 01	[units: 3]	NOTE: This is a web based course. An addition fee of \$150 is required.			
	05/30-06/17	Arranged	Arranged	WEB BASED	Barbara Hilliker	
#1019	Section 02	[units: 3]	NOTE: This is a web based course. An addition fee of \$150 is required.			
	07/31-08/19	Arranged	Arranged	WEB BASED	Brooke Winchell	

SPECED 290 WORKSHOP ...

#1046	Section 01	[units: 3]				
	07/10-08/19	MTWR	12:45 PM - 02:45 PM	HH1300	Karen Fisher	TRANSITIONING TO COLLEGE
#1047	Section 02	[units: 3]				
	07/10-08/19	MTWR	12:45 PM - 02:45 PM	HH1314	Betsy Brandt	TRANSITIONING TO COLLEGE
	07/10-08/19	MTWR	12:45 PM - 02:45 PM	HH1314	Claire Ducharme	TRANSITIONING TO COLLEGE
#1048	Section 03	[units: 3]				
	07/10-08/19	MTWR	12:45 PM - 02:45 PM	HH1305	Amy Dimola	TRANSITIONING TO COLLEGE
	07/10-08/19	MTWR	12:45 PM - 02:45 PM	HH1305	Giorgianne Maziarka	TRANSITIONING TO COLLEGE

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)

#1055	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
	07/10-08/19	Arranged	Arranged	WEB BASED	Thomas Robinson	

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

PREREQ: (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)

#1020	Section 01	[units: 3]	NOTE: This is a web based course. An addition fee of \$150 is required.			
	06/19-07/29	Arranged	Arranged	WEB BASED	Amy Stevens	

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)

#1021	Section 01	[units: 3]	NOTE: This is a web based course. An addition fee of \$150 is required.			
	05/30-07/08	Arranged	Arranged	WEB BASED	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

#1059	Section 01	[units: 3]	NOTE: This is a web based course. An additional fee of \$150 is required.			
	06/19-07/29	Arranged	Arranged	WEB BASED	Kathryn Casey	

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

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

#1022 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.

07/10-07/29 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

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

#1023 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.

06/19-07/08 Arranged Arranged WEB BASED Sharon Kolb

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

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

#1026 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.

07/31-08/19 Arranged Arranged WEB BASED Ozalle Toms

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

#1027 Section 01 [units: 3]

06/19-07/29 TR 01:00 PM - 04:20 PM WH2014 James Collins

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

PREREQ: (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)

#1028 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.

05/30-06/17 Arranged Arranged WEB BASED Sharon Kolb

***** 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

#1024 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.

07/10-07/29 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

SPECED 576 MEDICAL ASPECTS OF DISABILITY ... *Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance*

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

#1025 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.

06/19-07/08 Arranged Arranged WEB BASED Sharon Kolb

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

#1041 Section 01 [units: 3]

06/19-07/29 TR 01:00 PM - 04:20 PM WH2014 James Collins

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

SPECED 687 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

#1029 Section 01 [units: 3] NOTE: This is a web based course. An additional fee of \$150 is required.
05/30-06/17 Arranged Arranged WEB BASED Lama Bergstrand Othman

SPECED 706 TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS ... This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

#1030 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required. Dept. Consent
05/30-06/17 Arranged Arranged WEB BASED James Collins

SPECED 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER ... The purpose of this course is to provide an in-depth graduate level introduction to the foundations of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.

PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

#1031 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
06/19-07/08 Arranged Arranged WEB BASED Shannon Stuart

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

PREREQ: SPECED 707 OR CONSENT OF INSTRUCTOR

#1032 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
07/10-07/29 Arranged Arranged WEB BASED Shannon Stuart

SPECED 709 ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS ... The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

#1033 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
05/30-06/17 Arranged Arranged WEB BASED Tia Schultz

SPECED 710 ADVANCED APPLICATIONS IN APPLIED BEHAVIOR ANALYSIS ... The purpose of this course is to integrate and apply knowledge and skills from all courses in the certificate program. Students will learn how to create ABA-based programs to teach adaptive behavior, self-help, communication and social skills targeting individuals with Autism Spectrum Disorders, Developmental Disabilities or Emotional/Behavioral Disorders. Students will apply concepts from previous courses to create environments that promote learning and minimize challenging behavior in which to implement their ABA-based programs.

#1034 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
07/31-08/19 Arranged Arranged WEB BASED James Collins

SPECED 711 ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS ... This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst.

PREREQ: SPECED 709

#1035 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
06/19-07/08 Arranged Arranged WEB BASED Tia Schultz

SPECED 766 PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES ... The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

#1036 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
06/19-07/08 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

#1770 Section 02 [units: 3] NOTE: Restricted to students in the Waukesha School District Cohort Program
07/10-07/29 Arranged Arranged Shannon Stuart

SPECED 781 SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING ... This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized.

#1037 Section 01 [units: 3] NOTE: This is a web based course. An addition fee of \$150 is required.
07/10-07/29 Arranged Arranged WEB BASED Lana Collet-Klingenberg

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

SPECED 785 CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE ... The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course **SPECED 786 Current Topics in Special Education: Institute**. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPECED 786

#1038 Section 01 [units: 1]

07/31-08/01 Arranged Arranged

WEB BASED Ozalle Toms

CHALLENGING BEHAVIORS

SPECED 786 CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE ... The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. **SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit)** and **SPECED 787 Current Topics in Special Education: Post-Institute (1 credit)** can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

#1039 Section 01 [units: 1]

08/02-08/03 Arranged Arranged

Ozalle Toms

CHALLENGING BEHAVIORS

SPECED 787 CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE ... The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course **SPECED 786 Current Topics in Special Education: Institute**. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPECED 786

#1040 Section 01 [units: 1]

08/04-08/05 Arranged Arranged

WEB BASED Ozalle Toms

CHALLENGING BEHAVIORS

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

#1050 Section 01 [units: 1-3]

07/10-08/19 Arranged Arranged

Nomsa Gwalla-Ogisi

Dept. Consent

#1662 Section 02 [units: 3]

05/30-08/19 Arranged Arranged

Lana Collet-Klingenberg

CURRICULAR CROSSWALKS 4 SPECED

Dept. Consent

#1773 Section 03 [units: 1-3]

06/19-08/19 Arranged Arranged

Simone Devore

Dept. Consent

#1774 Section 04 [units: 1-3]

06/19-08/19 Arranged Arranged

Giuliana Miolo

Dept. Consent