

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

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

Special Education

SPECED 201 DISABILITY IN SOCIETY ... 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.

#2498 Section 01 [units: 3] Gen Ed Interdisciplinary (GI)
01/20-05/20 TR 12:30 PM - 01:45 PM WH1001 Richard C Lombard

SPECED 205 PSYCHOLOGY OF THE EXCEPTIONAL CHILD ... 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.

#2488 Section 01 [units: 3]
01/20-05/20 TR 09:30 AM - 10:45 AM WH2001 Richard C Lombard

#2492 Section 03 [units: 3]
01/20-05/20 M 05:15 PM - 07:45 PM WH1001 Lynn M Lindahl

#2494 Section 04 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 MWF 09:55 AM - 10:45 AM WH1001 Rowand Robinson

#2496 Section 05 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 TR 11:00 AM - 12:15 PM WH1001 Kristal Kagy

#5232 Section 06 [units: 3] NOTE: This course is Web based only. Additional charge of \$100 per credit hour will be added to registrant's
01/20-05/20 Arranged Arranged WEB BASED Soonhwa Seok

SPECED 324 FOUNDATIONS OF SPECIAL EDUCATION ... The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

PREREQ: SPECED 205

#2532 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 MWF 08:50 AM - 09:40 AM WH2015 Rowand Robinson

SPECED 325 CHARACTERISTICS OF CD/EBD/LD ... This course addresses the characteristics of cognitive disabilities, emotional/behavioral disabilities, and learning disabilities. The purpose of the course is to provide an overview of the theoretical and historical issues related to the three most common disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be covered.

PREREQ: SPECIAL EDUCATION MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS OF PPST AND SPECED 205 AND EDFNDRP 210 OR SPECIAL EDUCATION MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION OR PHYSICAL EDUCATION K-12 EMPHASIS AND SPECED 205 AND ADMISSION

#2516 Section 01 [units: 3]
01/20-05/20 MW 11:00 AM - 12:15 PM WH2015 Soonhwa Seok

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

#2520 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 MW 02:15 PM - 03:30 PM WH2014 Nomsa Gwalla-Ogisi

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

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: SPECIAL EDUCATION MAJOR AND SPECED 205, 324, 325, 426 AND ADMISSION TO PROFESSIONAL EDUCATION. COREQ: SPECFLD 385; OR SPECIAL EDUCATION MINOR AND SPECED 205, 325, 426 AND ADMISSION TO PROFESSIONAL EDUCATION, COREQ: SPECFLD 385 OR EDUINDP 443

#2504 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 TR 02:15 PM - 03:30 PM WH4007 David M Gordon

#5380 Section 02 [units: 3]

01/20-05/20 TR 02:15 PM - 03:30 PM WH4007 David M Gordon

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: 6 CREDITS OF SPECIAL EDUCATION RESTRICTED TO STUDENT WITH PROFESSIONAL ED ADMISSION

#2566 Section 01 [units: 3] NOTE: This course is Web based only. Additional charge of \$100 per credit hour will be added to registrant's bill.

01/20-05/20 Arranged Arranged WEB BASED Sharon M Kolb

SPECED 380 PHASE 3 PORTFOLIO ... This course assists teacher candidates to develop their phase 3 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from course projects or related artifacts across the college and Department of Special Education, prior to their entrance into the Directed Teaching Block that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205, 324, 325, 360, 361, 426 AND SPECFLD 385

#2544 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

02/05 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

02/19 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

03/05 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

03/19 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

04/02 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

04/16 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

04/30 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

05/07 R 05:15 PM - 08:15 PM WH2005 Shannon Stuart

SPECED 406 CAREER/VOCATIONAL PROGRAMMING FOR EXCEPTIONAL EDUCATIONAL NEEDS ... 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 325 AND ADMISSION TO PROFESSIONAL EDUCATION

#2512 Section 01 [units: 3]

01/20-05/20 TR 02:15 PM - 03:30 PM WH2014 Richard C Lombard

SPECED 426 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: SPECIAL EDUCATION MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS OF PPST AND SPECED 205 AND EDFNDRP 210 OR SPECIAL EDUCATION MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION OR PHYSICAL EDUCATION K-12 EMPHASIS AND SPECED 205 AND ADMISSION

#2500 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00. This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 TR 09:30 AM - 10:45 AM WH2005 David M Gordon

SPECED 440 ADVANCED BEHAVIOR INTERVENTION STRATEGIES ... The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

PREREQ: SPECED 205, 360, 361, 426 AND ADMISSION TO PROFESSIONAL EDUCATION

#2522 Section 01 [units: 3]

01/26-04/20 M 05:30 PM - 08:00 PM WH2005 Nomsa Gwalla-Ogisi

01/26-04/20 M 05:30 PM - 08:00 PM WH2005 Diana L Rogers-Adkinson

04/04 S 08:00 AM - 05:00 PM WC0185 Nomsa Gwalla-Ogisi

SPECED 450 INTERVENTION FOR CHILDREN WITH EBD ... The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.

PREREQ: SPECED 205, 361, 426 AND ADMISSION TO PROFESSIONAL EDUCATION

#2530 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 MW 04:00 PM - 05:15 PM WH2005 Rowand Robinson

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

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: SPECIAL EDUCATION MAJOR AND SPECED 205, 406, 426, 466 AND ADMISSION TO PROFESSIONAL EDUCATION; OR SPECIAL EDUCATION MINOR AND SPECED 205, 426, 466 AND ADMISSION TO PROFESSIONAL EDUCATION

#2506 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 W 01:10 PM - 03:40 PM WH2005 David M Gordon

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 426 RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2502 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00
01/20-05/20 TR 11:00 AM - 12:15 PM WH2005 Soonhwa Seok

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, 324, 325 AND ADMISSION TO PROFESSIONAL EDUCATION

#2510 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 W 05:15 PM - 07:45 PM WH2015 Sharon M Kolb

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: SPECIAL EDUCATION MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS OF PPST AND SPECED 205 AND EDFNDRP 210 OR SPECIAL EDUCATION MINOR AND SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION OR PHYSICAL EDUCATION K-12 EMPHASIS AND SPECED 205 AND ADMISSION

#2524 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
01/20-05/20 MWF 09:55 AM - 10:45 AM WH2014 Sharon M Kolb

SPECED 470 STUDENT TEACHING SEMINAR ... The seminar provides a meaningful capstone experience for student teachers during their professional teaching semester. Current research, issues, and strategies specific to the field of special education and the teaching professional are presented.

PREREQ: SPECFLD 385, SPECED 458 AND ADMISSION TO PROFESSIONAL EDUCATION

#2508 Section 01 [units: 2]
01/30 F 09:00 AM - 02:00 PM WH2005 Maureen L Griffin
02/06 F 09:00 AM - 02:00 PM WH2005 Maureen L Griffin
03/06 F 09:00 AM - 02:00 PM WH2005 Maureen L Griffin
04/03 F 09:00 AM - 02:00 PM WH2005 Maureen L Griffin
05/01 F 09:00 AM - 02:00 PM WH2005 Maureen L Griffin

SPECED 480 PHASE 4 PORTFOLIO ... This course assists teacher candidates to develop their phase 4 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from field-based experiences with children (special education fieldwork, general education fieldwork, and student teaching) that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards. At the end of the seminar, teacher candidates will present the portfolio to an interdisciplinary group of UW-W faculty and staff.

PREREQ: PASS PRAXIS II EXAMINATION; HAVE NO GRADES LOWER THAN 'C' IN LICENSURE COURSES; 2.75 GPA OR HIGHER AND CONSENT OF DEPARTMENT; COREQ: SPECFLD 489A, 489B, 489C OR 489D AND SPECED 470

#2534 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Dept. Consent
01/22 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
01/29 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
02/12 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
02/26 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
03/12 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
04/09 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
04/23 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
05/15 F 08:00 AM - 02:00 PM WH2005 Shannon Stuart

SPECED 486 ACADEMIC INTERVENTION I ... The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills children and adolescents engage in to read and understand literature and content within the curriculum. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension with the special and regular curriculum.

PREREQ: SPECED 205, 324, 325, 361, 426 AND ADMISSION PROFESSIONAL EDUCATION

#2514 Section 01 [units: 3]
01/20-05/20 T 11:00 AM - 01:30 PM WH2014 Amy Griffith

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

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

#5272	Section 01	[units: 1]						
01/20-03/13	T	05:15 PM - 06:55 PM	WH4008	Susan L Probst		STRATEGIES FOR PPST WRITING		
#5273	Section 02	[units: 1]						
03/16-05/20	T	05:15 PM - 06:55 PM	WH4008	Susan L Probst		STRATEGIES FOR PPST READING		
#5321	Section 03	[units: 3]	NOTE: Education majors should register for section 03 and all other majors should register for section 04.					
Saturday, April 18, 2009: Timber Lee Education Center, East Troy. Thursday, April 23-Sunday, April 26, 2009, travel to Copper Fall State Park.								
04/09	R	08:30 PM - 10:00 PM	WH3004	Richard C Lombard		OUTDOOR RECREATION EDUCATION		
04/18	S	09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard				
04/23-04/26	RFSU	Arranged	OFF CAMPUS	Richard C Lombard				
#5322	Section 04	[units: 3]	NOTE: Education majors should register for section 03 and all other majors should register for section 04.					
Saturday, April 18, 2009: Timber Lee Education Center, East Troy. Thursday, April 23-Sunday, April 26, 2009, travel to Copper Fall State Park.								
04/09	R	08:30 PM - 10:00 PM	WH3004	Richard C Lombard		OUTDOOR RECREATION EDUCATION		
04/18	S	09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard				
04/23-04/26	RFSU	Arranged	OFF CAMPUS	Richard C Lombard				

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.

#2538	Section 01	[units: 1]						Dept. Consent
01/20-05/20	Arranged	Arranged		Diana L Rogers-Adkinson		RESEARCH IN SPECIAL EDUCATION		
#5458	Section 02	[units: 3]						Dept. Consent
01/20-05/20	Arranged	Arranged		Diana L Rogers-Adkinson		PSYCH OF THE EXCEPTIONAL CHILD		

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

SPECED 524 FOUNDATIONS OF SPECIAL EDUCATION ... The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

PREREQ: SPECED 205

#2562	Section 01	[units: 3]	NOTE: This course is a hybrid class involving both classroom and web based instructional components.					
01/20-05/20	MWF	08:50 AM - 09:40 AM	WH2015	Rowand Robinson				

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: ADMISSION TO PROFESSIONAL ED

#2570	Section 01	[units: 3]	NOTE: This course is a hybrid class involving both classroom and web based instructional components.					
01/20-05/20	MW	02:15 PM - 03:30 PM	WH2014	Nomsa Gwalla-Ogisi				

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

PREREQ: 6 CREDITS OF SPECED AND RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2568	Section 01	[units: 3]	NOTE: This course is Web based only. Additional charge of \$100 per credit hour will be added to registrant's bill.					
01/20-05/20	Arranged	Arranged	WEB BASED	Sharon M Kolb				

SPECED 580 PHASE 3 PORTFOLIO ... This course assists teacher candidates to develop their phase 3 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from course projects or related artifacts across the college and Department of Special Education, prior to their entrance into the Directed Teaching Block that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2564	Section 01	[units: 2]	NOTE: This course is a hybrid class involving both classroom and web based instructional components.					
02/05	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
02/19	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
03/05	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
03/19	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
04/02	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
04/16	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
04/30	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				
05/07	R	05:15 PM - 08:15 PM	WH2005	Shannon Stuart				

SPECED 606 CAREER/VOCATIONAL PROGRAMMING FOR EXCEPTIONAL EDUCATIONAL NEEDS ... 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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2556	Section 01	[units: 3]						
01/20-05/20	TR	02:15 PM - 03:30 PM	WH2014	Richard C Lombard				

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

SPECED 626 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 multi-disciplinary team decision making.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2548 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00. This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 TR 09:30 AM - 10:45 AM WH2005 David M Gordon

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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2560 Section 01 [units: 3]

01/26-04/20 M 05:30 PM - 08:00 PM WH2005 Nomsa Gwalla-Ogisi

01/26-04/20 M 05:30 PM - 08:00 PM WH2005 Diana L Rogers-Adkinson

04/04 S 08:00 AM - 05:00 PM WCO185 Nomsa Gwalla-Ogisi

SPECED 650 INTERVENTION FOR CHILDREN WITH 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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#5233 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 MW 04:00 PM - 05:15 PM WH2005 Rowand Robinson

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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2552 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 W 01:10 PM - 03:40 PM WH2005 David M Gordon

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: ADMISSION TO PROFESSIONAL ED

#2550 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00

01/20-05/20 TR 11:00 AM - 12:15 PM WH2005 Soonhwa Seok

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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2554 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 W 05:15 PM - 07:45 PM WH2015 Sharon M Kolb

SPECED 680 PHASE 4 PORTFOLIO ... This course assists teacher candidates to develop their phase 4 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from field-based experiences with children (special education fieldwork, general education fieldwork, and student teaching) that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards. At the end of the seminar, teacher candidates will present the portfolio to an interdisciplinary group of UW-W faculty and staff.

PREREQ: PASS PRAXIS II EXAMINATION; HAVE NO GRADES LOWER THAN 'C' IN LICENSURE COURSES; 2.75 GPA OR HIGHER AND CONSENT OF DEPARTMENT; COREQ: SPECFLD 789A, 789B, 789C, OR 789D, AND SPECED 670, OR SPECFLD 793A, 793B, 793C OR 793D

#2572 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

Dept. Consent

01/22 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

01/29 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

02/12 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

02/26 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

03/12 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

04/09 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

04/23 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

05/15 F 08:00 AM - 02:00 PM WH2005 Shannon Stuart

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

SPECED 686 ACADEMIC INTERVENTION I ... The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills children and adolescents engage in to read and understand literature and content within the curriculum. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension with the special and regular curriculum.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2558 Section 01 [units: 3]

01/20-05/20 T 11:00 AM - 01:30 PM WH2014 Amy Griffith

SPECED 690 WORKSHOP ... Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

#5323 Section 03 [units: 3] NOTE: Education majors should register for section 03 and all other majors should register for section 04.

Saturday, April 18, 2009: Timber Lee Education Center, East Troy. Thursday, April 23-Sunday, April 26, 2009, travel to Copper Fall State Park.

04/09 R 08:30 PM - 10:00 PM WH3004 Richard C Lombard OUTDOOR RECREATION EDUCATION

04/18 S 09:00 AM - 04:00 PM OFF CAMPUS Richard C Lombard

04/23-04/26 RFSU Arranged OFF CAMPUS Richard C Lombard

#5324 Section 04 [units: 3] NOTE: Education majors should register for section 03 and all other majors should register for section 04.

Saturday, April 18, 2009: Timber Lee Education Center, East Troy. Thursday, April 23-Sunday, April 26, 2009, travel to Copper Fall State Park.

04/09 R 08:30 PM - 10:00 PM WH3004 Richard C Lombard OUTDOOR RECREATION EDUCATION

04/18 S 09:00 AM - 04:00 PM OFF CAMPUS Richard C Lombard

04/23-04/26 RFSU Arranged OFF CAMPUS Richard C Lombard

SPECED 701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION ... This course provides the certified special educator with an advanced curriculum and instruction knowledge base in the field. Emphasis will be placed upon research-based practices designed to enhance instruction. Students will explore methodology specific to their area of practice. Knowledge and skills necessary for application as a Nationally Board Certified Special Educator will also be presented.

#2526 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

Dept. Consent

01/20-05/20 M 05:15 PM - 07:45 PM WH2015 Sharon M Kolb

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.

PREREQ: SPECED 700 AND 701

#5146 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 T 05:15 PM - 07:45 PM WH2005 Amy Griffith

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, 701, 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

#2540 Section 01 [units: 3]

01/20-05/20 Arranged Arranged Richard C Lombard

#5461 Section 02 [units: 3]

01/20-05/20 Arranged Arranged Rowand Robinson

#5462 Section 03 [units: 3]

01/20-05/20 Arranged Arranged Amy Griffith

#5463 Section 04 [units: 3]

01/20-05/20 Arranged Arranged Sharon M Kolb

#5464 Section 05 [units: 3]

01/20-05/20 Arranged Arranged Diana L Rogers-Adkinson

#5465 Section 06 [units: 3]

01/20-05/20 Arranged Arranged Shannon Stuart

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.

#2528 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 R 05:15 PM - 07:45 PM WH2014 Simone J DeVore

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

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

PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 470 AND SPECED 480

#2602 Section 01 [units: 8] NOTE: Satisfactory/No Credit (S/NC) grade basis only. All 489 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123). Dept. Consent

01/20-05/20 Arranged Arranged Diana L Rogers-Adkinson
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: CONSENT OF DEPARTMENT COREQ: SPECED 470 AND SPECED 480

#2604 Section 01 [units: 4] NOTE: Satisfactory/No Credit (S/NC) grade basis only. All 489 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123). Dept. Consent

01/20-05/20 Arranged Arranged Diana L Rogers-Adkinson
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: CONSENT OF DEPARTMENT COREQ: SPECED 470 AND SPECED 480

#2606 Section 01 [units: 4] NOTE: Satisfactory/No Credit (S/NC) grade basis only. All 489 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123). Dept. Consent

01/20-05/20 Arranged Arranged Diana L Rogers-Adkinson
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: CONSENT OF DEPARTMENT COREQ: SPECED 470 AND SPECED 480

#2608 Section 01 [units: 5] NOTE: Satisfactory/No Credit (S/NC) grade basis only. All 489 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123). Dept. Consent

01/20-05/20 Arranged Arranged Diana L Rogers-Adkinson
S/NC Grading Basis Only

*** GRADUATE LEVEL COURSES ***

SPECFLD 585 CROSS CATEGORICAL FIELD WORK ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with cognitive delays, emotional/behavioral disorders and learning disabilities.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2642 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/20-05/20 TR 03:45 PM - 04:35 PM WH1001 Shannon Stuart

#5379 Section 02 [units: 2]

01/20-05/20 TR 03:45 PM - 04:35 PM WH1001 Shannon Stuart

SPECFLD 610 GENERAL EDUCATION FIELD WORK ... Students seeking licensure in Special Education will complete a 150 hour assignment in a general education classroom where inclusionary practices for individuals with special needs are applied. The field experience provides 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: ADMISSION TO PROFESSIONAL EDUCATION

#2636 Section 01 [units: 3] NOTE: Off Campus Course; Janesville Public Schools Dept. Consent

03/09-05/01 MTWRF 07:45 AM - 12:00 PM Maureen L Griffin

SPECFLD 789A PRACTICUM: COGNITIVE DISABILITY ... PRACTICUM: COGNITIVE DISABILITY

PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680

#2610 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123). Dept. Consent

01/20-05/20 Arranged Arranged Diana L Rogers-Adkinson
P/F Grading Basis Only

Start/End Dates

Meeting Days

Meeting Times

Location

Instructor

Course Topic (if applicable)

SPECFLD 789B PRACTICUM: LEARNING DISABILITY ... PRACTICUM: LEARNING DISABILITY**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2612 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 789C PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS ... PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2614 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 789D PRACTICUM: CROSS CATEGORICAL ... PRACTICUM: CROSS CATEGORICAL**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2616 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 789F PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION THREE THROUGH EIGHT ... Graduate level, professional experience with young children with disabilities (five through eight) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2618 Section 01 [units: 5] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 789G PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE ... PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE**PREREQ: RESTRICTED TO STUDENTS WITH ADMISSION TO DIRECTED TEACHING, PRACTICUM, INSERVICE PRACTICUM AND CONSENT OF DEPARTMENT.****PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2620 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 793A INSERVICE PRACTICUM: COGNITIVE DISABILITY ... INSERVICE PRACTICUM: COGNITIVE DISABILITY**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2622 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 793B INSERVICE PRACTICUM: LEARNING DISABILITY ... INSERVICE PRACTICUM: LEARNING DISABILITY**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2624 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 793C INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS ... INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2626 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

Start/End Dates

Meeting Days

Meeting Times

Location

Instructor

Course Topic (if applicable)

SPECFLD 793D INSERVICE PRACTICUM: CROSS CATEGORICAL ... INSERVICE PRACTICUM: CROSS CATEGORICAL**PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680**

#2628 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

01/20-05/20 Arranged Arranged

Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 793F INSERVICE PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION 3 - 8 ... Graduate level, professional experience with young children with disabilities (five through eight) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.

PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680

#2630 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

All class meeting details to be arranged.

P/F Grading Basis Only

SPECFLD 793G INSERVICE PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE ... Graduate level, professional experience with young children with disabilities (birth to age three) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.

PREREQ: CONSENT OF DEPARTMENT COREQ: SPECED 680

#2632 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 789 courses require: a) prior designation on licensure plan developed with advisor, b) confirmation and interview with Coordinator of Field Experiences for Dept. of Special Education, Dr. Gwalla-Ogisi (262-472-5807); gwallan@uww.edu) at the beginning of the semester prior to the request for placement, and c) application and process completed through the Director, Office of Field Experiences (262-472-1123).

Dept. Consent

All class meeting details to be arranged.

P/F Grading Basis Only