

*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 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.

#1532 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill.

06/15-07/02 MTWRF Arranged WEB BASED Diana L Rogers-Adkinson

**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**

#1544 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill.

06/15-07/03 Arranged Arranged WEB BASED Sharon M Kolb

**SPECED 407 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**

#1538 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill.

06/15-07/02 Arranged Arranged WEB BASED Shannon Stuart

**SPECED 409 NONVIOLENT CRISIS INTERVENTION ...** This course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exam will receive a one-year certificate in non-violent crisis intervention. Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. Students must purchase a workbook from the instructor the first day of class to participate.

#1530 Section 01 [units: 1] NOTE: Registrants should wear comfortable clothing as physical participation is expected.

07/31-08/01 FS 09:00 AM - 04:00 PM WC0185 Rowand Robinson

S/NC Grading Basis Only

**SPECED 462 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD ...** A course to develop advanced diagnostic skills for elementary through secondary mild/moderate disabled (LD, ED, MR) individuals. Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

**PREREQ: SPECED 426 RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1586 Section 01 [units: 3] NOTE: Additional course fee is \$30.00

06/15-07/24 TR 05:00 PM - 08:20 PM WH2005 Kathryn J Casey

**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: SPEC EDUC MAJOR AND 2.75 GPA AND 2 PORTIONS OF PPST AND SPECED 205 AND EDFNDPRC 210 OR SPEC EDUC MINOR AND SPECED 205 AND ADM TO PROF ED OR PHYS EDUC K-12 EMPH AND SPECED 205 AND ADM TO PROF ED OR COM SCI & DIS EMPH AND SPECED 205 AND ADM PROF ED**

#1542 Section 01 [units: 3]

06/15-07/03 MTWRF 07:30 AM - 10:45 AM WH2005 Nomsa Gwalla-Ogisi

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

**SPECED 482 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 483/683 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 483/683**

#1552 Section 01 [units: 1]

08/03-08/04 MT 09:00 AM - 04:00 PM WH2005 Shannon Stuart

**SPECED 483 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 482/682 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 484/684 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.*

#1554 Section 01 [units: 1] NOTE: UC 275, 275A, 275B

08/05-08/06 WR 09:00 AM - 04:00 PM Amy Griffith

**SPECED 484 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 483/683 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 483/683**

#1556 Section 01 [units: 1] NOTE: Institute 2 Response to Intervention. Keynote speaker, Dr. Claudia Rinaldi, is an expert on RtI, RtI procedures and RtI's impact on reading outcomes and misrepresentation of minority students in special education. Dr. Rinaldi conducts school based research and trains teachers on Response to Intervention in the Boston Public School and at Boston College.

08/07-08/08 FS 09:00 AM - 04:00 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 within the special and regular curriculum.*

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

#1945 Section 01 [units: 3]

06/15-07/02 MTWRF 07:30 AM - 10:45 AM WH2015 David M Gordon

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

**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**

#1570 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill.

06/15-07/03 Arranged Arranged WEB BASED Sharon M Kolb

**SPECED 607 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**

#1566 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill.

06/15-07/02 Arranged Arranged WEB BASED Shannon Stuart

**SPECED 609 NONVIOLENT CRISIS INTERVENTION ...** *This course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exam will receive a one-year certificate in non-violent crisis intervention. Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. Students must purchase a workbook from the instructor the first day of class to participate.*

#1568 Section 01 [units: 1] NOTE: Registrants should wear comfortable clothing as physical participation is expected.

07/31-08/01 FS 09:00 AM - 04:00 PM WC0185 Rowand Robinson

S/NC Grading Basis Only

*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: ADMISSION TO PROFESSIONAL ED**

#1528 Section 01 [units: 3] NOTE: Additional course fee is \$30.00  
06/15-07/24 TR 05:00 PM - 08:20 PM WH2005 Kathryn J Casey

**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**

#1550 Section 01 [units: 2] Dept. Consent  
07/27-08/14 Arranged Arranged Ann Riall

**SPECED 682 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 483/683 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 483/683**

#1560 Section 01 [units: 1]  
08/03-08/04 MT 09:00 AM - 04:00 PM WH2005 Shannon Stuart

**SPECED 683 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 482/682 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 484/684 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.

#1562 Section 01 [units: 1] NOTE: UC 275, 275A, 275B. Institute & Response to Intervention. Keynote speaker, Dr. Claudia Rinaldi, is an expert on RtI, RtI procedures and RtI's impact on reading outcomes and misrepresentation of minority students in special education. Dr. Rinaldi conducts school based research and trains teachers on Response to Intervention in the Boston Public School and at Boston College.

08/05-08/06 WR 09:00 AM - 04:00 PM Amy Griffith

**SPECED 684 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 483/683 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 483/683**

#1564 Section 01 [units: 1]  
08/07-08/08 FS 09:00 AM - 04:00 PM WH2005 Shannon Stuart

**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 within the special and regular curriculum.

**RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1536 Section 01 [units: 3]  
06/15-07/02 MTWRF 07:30 AM - 10:45 AM WH2015 David M Gordon

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

**SPECED 687 ACADEMIC INTERVENTION II ...** This course is about writers and writing. WE will examine the processes and skills children and adolescents engage in to compose a quality written product. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching writing as a tool for literacy development will be emphasized. Students will develop personal philosophies and instructional strategies for teaching the development and fluency aspects of composition.

**RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION**

#1558 Section 01 [units: 3] NOTE: This is a hybrid course and will have classroom instruction in addition to on-line instruction. Computer access is required for enrollment.

05/26	T	05:15 PM - 08:45 PM	WH2005	Amy Griffith
05/30	S	09:00 AM - 04:00 PM	WH2005	Amy Griffith
06/02	T	05:15 PM - 08:45 PM	WH2005	Amy Griffith
06/06	S	09:00 AM - 04:00 PM	WH2005	Amy Griffith
06/11	R	05:15 PM - 08:45 PM	WH2005	Amy Griffith

**SPECED 700 THEORETICAL FOUNDATIONS OF CONTEMPORARY PRACTICES IN SPECIAL EDUCATION ...** The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

#1548 Section 01 [units: 3] NOTE: This is a hybrid course and will have classroom instruction in addition to on-line instruction. Computer access is required for enrollment.

07/27-08/14	MTWR	10:45 AM - 01:45 PM	WH2015	Rowand Robinson
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**SPECED 704 APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION ...** Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.

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

#1588 Section 01 [units: 3]

05/26-08/14	Arranged	Arranged		Shannon Stuart
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#1590 Section 02 [units: 3]

05/26-08/14	Arranged	Arranged		To Be Arranged
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#1592 Section 03 [units: 3]

05/26-08/14	Arranged	Arranged		To Be Arranged
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**SPECED 706 VOCATIONAL ASSESSMENT OF 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.

#1689 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill. Dept. Consent

06/15-07/03	Arranged	Arranged	WEB BASED	Sharon M Kolb
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**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.

#1546 Section 01 [units: 3] NOTE: This course is WEB BASED only. Additional charge of \$50 per credit hour will be added to registrant's bill.

06/15-07/03	Arranged	Arranged	WEB BASED	Nomsa Gwalla-Ogisi
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**SPECED 798 INDIVIDUAL STUDIES ...** Study of a selected topic or topics under the direction of a faculty member.

#1582 Section 01 [units: 1-3]

05/26-08/14	Arranged	Arranged	Nomsa Gwalla-Ogisi	EBD INTERVENTIONS	Dept. Consent
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#1584 Section 02 [units: 1-3]

05/26-08/14	Arranged	Arranged	Shannon Stuart	CO-TEACHING STRATEGIES ELEMENT	Dept. Consent
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#1594 Section 03 [units: 1-3]

07/06-08/14	Arranged	Arranged	Diana L Rogers-Adkinson	STRATEGY INSTRUCTIONS	Dept. Consent
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#2016 Section 04 [units: 3]

05/26-08/14	Arranged	Arranged	Ann Riall	BIRTH-3 METHODS	Dept. Consent
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#2021 Section 05 [units: 1]

05/26-08/14	Arranged	Arranged	Ann Riall	BIRTH-3 FIELDWORK	Dept. Consent
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#2023 Section 06 [units: 1]

08/03-08/04	Arranged	Arranged	Shannon Stuart	PRE-INSTITUTE RTL	Dept. Consent
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#2024 Section 07 [units: 1]

08/05-08/06	Arranged	Arranged	Amy Griffith	INSTITUTE RTL	Dept. Consent
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#2025 Section 08 [units: 1]

08/07-08/08	Arranged	Arranged	Shannon Stuart	POST-INSTITUTE RTL	Dept. Consent
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#2043 Section 09 [units: 3]

06/15-07/24	Arranged	Arranged	Nomsa Gwalla-Ogisi	BRAIN BASED LEARNING	Dept. Consent
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*Start/End Dates**Meeting Days**Meeting Times**Location**Instructor**Course Topic (if applicable)***Special Education Field****\*\*\* GRADUATE LEVEL COURSES \*\*\*****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 DEPARTMENT. COREQ: SPECED 680**

#2017 Section 01 [units: 1-6]

Dept. Consent

05/26-08/14 Arranged Arranged

To Be Arranged

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 DEPARTMENT. COREQ: SPECED 680**

#2018 Section 01 [units: 1-6]

Dept. Consent

05/26-08/14 Arranged Arranged

To Be Arranged

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: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES; 2.75 GPA AND CONSENT OF DEPARTMENT. COREQ: SPECED 680**

#1598 Section 01 [units: 5]

Dept. Consent

All class meeting details to be arranged.

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: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES; 2.75 GPA AND CONSENT OF DEPARTMENT. COREQ: SPECED 680**

#1596 Section 01 [units: 1-6]

Dept. Consent

All class meeting details to be arranged.

P/F Grading Basis Only

#1604 Section 02 [units: 1-6]

Dept. Consent

07/27-08/14 Arranged Arranged

To Be Arranged

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 DEPARTMENT. COREQ: SPECED 680**

#2042 Section 01 [units: 1-6]

Dept. Consent

All class meeting details to be arranged.

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: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES; 2.75 GPA AND CONSENT OF DEPARTMENT. COREQ: SPECED 680**

#1600 Section 01 [units: 1-6]

Dept. Consent

05/26-08/14 Arranged Arranged

Ann Riall

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: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES; 2.75 GPA AND CONSENT OF DEPARTMENT. COREQ: SPECED 680**

#1602 Section 01 [units: 1-6]

Dept. Consent

05/26-08/14 Arranged Arranged

Ann Riall

P/F Grading Basis Only