

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

- All students entering the pre-professional education pre-block courses, including undergraduates, transfer students, and baccalaureate degree holding students, must meet the following criteria:
 - Passing scores on at least two subtests of the Pre-Professional Skills Test PPST;
 - A 2.75 grade point average on a minimum of 12 credits.
- Students seeking teacher licensure must be admitted to Professional Education in order to enroll in selected upper divisions courses (300-400) in Education. For information pertaining to admission to Professional Education, check at Winther Hall Information Desk.
- The Wisconsin Department of Public Instruction licensure code requires all new graduates in Early Childhood and Elementary Education to complete the Environmental Education requirement. Either Biology 214, Ecology and Society, or Geography 252, Human Environmental Problems, will partially satisfy the requirement. Students should check with their advisers about the requirement.

PROFESSIONAL EDUCATION ADMISSION

For courses Restricted to Professional Education Admission: Practicing Teachers must have a copy of their teaching certificate and the application to Professional Education for Licensed Teachers on file with the College of Education (send to Winther Hall 2033, UW-W, Whitewater, WI 53190) prior to registering. Teachers seeking their first license must be admitted to Professional Education at UW-W. This is in addition to being admitted to, and enrolled in, a graduate program.

SPECIAL EDUCATION

Special Education

SPECED 201 DISABILITY IN SOCIETY ... 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.

#3147 Section 01 [units: 3] Gen Ed Interdisciplinary (GI)
09/02-12/22 TR 12:30 PM - 01:45 PM WH1001 Rowand Robinson

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.

#3139 Section 01 [units: 3]
09/02-12/22 M 05:15 PM - 07:45 PM WH1001 Lynn M Lindahl

#3141 Section 02 [units: 3]
09/02-12/22 TR 09:30 AM - 10:45 AM WH2001 Lana L Collet-Klingenberg

#3143 Section 03 [units: 3]
09/02-12/22 TR 09:30 AM - 10:45 AM WH2001 Lana L Collet-Klingenberg

#3217 Section 04 [units: 3]
LEARNING COMMUNITY - LIVE & LEARN 2 OR MAKING A DIFFERENCE
09/02-12/22 MWF 09:55 AM - 10:45 AM WH1001 Kristal Kagy

#5769 Section 04X [units: 3]
LEARNING COMMUNITIES - MAKING A DIFFERENCE
09/02-12/22 MWF 09:55 AM - 10:45 AM WH1001 Kristal Kagy

#3219 Section 05 [units: 3]
09/02-12/22 TR 02:15 PM - 03:30 PM WH1001 Rowand Robinson

#3145 Section 06X [units: 3]
LEARNING COMMUNITIES - LIVE & LEARN FRESHMAN
09/02-12/22 TR 09:30 AM - 10:45 AM WH1001 Rowand Robinson

#6012 Section 07 [units: 3] NOTE: Friday are online arranged.
09/02-12/22 MW 09:55 AM - 10:45 AM HH1306 Nomsa Gwalla-Ogisi
09/02-12/22 Arranged Arranged WEB BASED Nomsa Gwalla-Ogisi

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

#3149 Section 01 [units: 3] NOTE: This is a hybrid class involving both classroom and Web based instructional components and requires an online Friday session.
09/02-12/22 MW 08:50 AM - 09:40 AM WH2005 David M Gordon
09/02-12/22 Arranged Arranged WEB BASED David M Gordon

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

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: SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROF ED OR PHYED K-12 EMPHASIS AND SPECED 205 AND ADMISSION TO PROF ED

#3151 Section 01 [units: 3]
09/02-12/22 MW 11:00 AM - 12:15 PM WH2015 David M Gordon

#3233 Section 02 [units: 3]
09/02-12/22 MWF 09:55 AM - 10:45 AM WH2015 David M Gordon

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

#3153 Section 01 [units: 3]
09/02-12/22 MW 02:15 PM - 03:30 PM WH2015 Nomsa Gwalla-Ogisi

#3211 Section 02 [units: 3]
09/02-12/22 M 05:15 PM - 07:45 PM WH4007 Nomsa Gwalla-Ogisi

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

PREREQ: SPECED MAJOR, SPECED 205, 324, 325 AND PROF ED ADM, COREQ: SPECFLD 385; OR SPECED MINOR AND SPECED 205, 325 AND PROF ED ADM, COREQ: SPECFLD 385 OR EDUINDP 443

#3155 Section 01 [units: 3]
09/02-12/22 TR 02:15 PM - 03:30 PM WH2005 Jessica L Hagaman

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.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#3221 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.

09/02-12/22 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

#3157 Section 01 [units: 2]
09/03 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
09/17 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
10/01 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
10/15 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
10/29 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
11/12 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
12/10 R 05:15 PM - 07:45 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

#3159 Section 01 [units: 3]
09/02-12/22 TR 02:15 PM - 03:30 PM WH2015 Lana L Collet-Klingenberg

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: SPECED MAJOR AND 2.75 GPA AND PASSING 2 PORTIONS PPST AND SPECED 205 OR SPECED MINOR AND SPECED 205 AND ADMISSION TO PROF ED OR PHYED K-12 EMPHASIS AND SPECED 205 AND ADMISSION TO PROF ED

#3161 Section 01 [units: 3] NOTE: Required additional course fee is \$30
09/02-12/22 MW 02:15 PM - 03:30 PM WH2005 Kathryn J Casey

#3245 Section 02 [units: 3] NOTE: Required additional course fee is \$30
09/02-12/22 T 05:15 PM - 07:45 PM WH2005 Kathryn J Casey

Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)
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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, SPECFLD 385 AND ADMISSION TO PROF ED; **COREQ:** SPECFLD 485A OR 485B AND 485C

#3163 Section 01 [units: 3]

09/02-12/22	MW	11:00 AM - 11:50 AM	HH1306	Nomsa Gwalla-Ogisi
11/07-11/08	SU	08:00 AM - 05:00 PM	WC0185	Nomsa Gwalla-Ogisi

SPECED 458 COLLABORATION FOR EFFECTIVE INSTRUCTION ... This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

PREREQ: SPECED MAJOR, SPECED 205, 361, 426, 466, SPECFLD 385 AND ADM PROF ED, **COREQ:** SPEFLD 410; OR SPECED MINOR, SPECED 205, 361, 426, 466, SPECFLD 385, ADM PROF ED, **COREQ:** SPECFLD 410

#3209 Section 01 [units: 3]

09/02-12/22	W	01:10 PM - 03:40 PM	WH3010	Amy Griffith
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SPECED 461 FORMAL ASSESSMENT FOR YOUNG CHILDREN ... This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals. Prereq: Completion of all prior Early Childhood Education courses and restricted to students with professional ed admission and ECE majors.

PREREQ: ADMISSION TO PROFESSIONAL ED AND EARLY CHILDHOOD EDUCATION PROGRAM

#3165 Section 01 [units: 3]

09/02-12/22	M	05:15 PM - 07:45 PM	WH2010	Mark P Schroeder
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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

#3167 Section 01 [units: 3]

09/02-12/22	TR	11:00 AM - 12:15 PM	WH2005	Kathryn J Casey
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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: SPECED MAJOR, 2.75 GPA, 2 PORTIONS PPST, SPECED 205 OR SPECED MINOR, SPECED 205, PROF ED OR PHYSED K-12, SPECED 205, PROF ED OR COMDIS, SPECED 205, PROF ED

#3169 Section 01 [units: 3]

NOTE: This is a hybrid class involving both classroom and Web based instructional components and requires an online Friday session.

09/02-12/22	MW	09:55 AM - 10:45 AM	WH2005	Simone J DeVore
09/02-12/22	Arranged	Arranged	WEB BASED	Simone J DeVore

#3235 Section 02 [units: 3]

NOTE: This is a hybrid class involving both classroom and Web based instructional components and requires an online Friday session.

09/02-12/22	MW	11:00 AM - 11:50 AM	WH2005	Sharon M Kolb
09/02-12/22	Arranged	Arranged	WEB BASED	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: PASS PRAXIS II, NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA, CONS DEPT, **COREQ:** SPECFLD 489A, 489D, SPECED 480, OR SPECFLD 489B, 489C, 489D, SPECED 480

#3171 Section 01 [units: 2]

09/11	F	09:00 AM - 02:00 PM	WH2005	Nancy E Andrysiak
10/09	F	09:00 AM - 02:00 PM	WH2005	Nancy E Andrysiak
11/13	F	09:00 AM - 02:00 PM	WH2005	Nancy E Andrysiak
12/04	F	09:00 AM - 02:00 PM	WH2005	Nancy E Andrysiak

SPECED 476 CURRICULUM, METHODS & MATERIALS FOR THOSE WITH MULTI DISABILITIES ... For persons interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of individuals with physical, motor, medical, cognitive, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities. Emphasis is on functional skills.

PREREQ: SPECED 205, SPECED 324, SPECED 325 AND ADMISSION TO PROFESSIONAL EDUCATION OR EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION

#3173 Section 01 [units: 3]

09/02-12/22	W	05:15 PM - 07:45 PM	WH2005	Sharon M Kolb
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#3229 Section 02 [units: 3]

09/02-12/22	M	05:15 PM - 07:45 PM	WH2005	Sharon M Kolb
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Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)

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, NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA, CONS OF DEPT, COREQ: SPECFLD 489A, 489D, SPECED 480 OR SPECFLD 489B, 489C, 489D, SPECED 470

#3227 Section 01 [units: 2]

Dept. Consent

09/10	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
09/24	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
10/08	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
10/22	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
11/05	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
11/19	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
12/03	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
12/18	F	08:30 AM - 01:30 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, SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION

#3175 Section 01 [units: 3]

09/02-12/22	TR	09:30 AM - 10:45 AM	WH2015	Amy Griffith	
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SPECED 487 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.

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

#3177 Section 01 [units: 3]

09/02-10/16	TR	11:00 AM - 01:30 PM	WH2015	Amy Griffith	
12/07-12/22	TR	11:00 AM - 01:30 PM	WH2015	Amy Griffith	

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

#3237 Section 01 [units: 3] NOTE: Class travels to Kettle Moraine State Forest on September 19 and to Copper Falls State Park the weekend of Sept. 24-27. Education majors should register for section 01; all other majors for section 02. Required additional course fee is \$95.00.

09/10	R	08:30 PM - 10:00 PM	WH3004	Richard C Lombard	OUTDOOR RECREATION EDUCATION
09/19	S	09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard	
09/24-09/27	RFSU	Arranged	OFF CAMPUS	Richard C Lombard	

#3239 Section 02 [units: 3] NOTE: Class travels to Kettle Moraine State Forest on September 19 and to Copper Falls State Park the weekend of Sept. 24-27. Education majors should register for section 01; all other majors for section 02. Required additional course fee is \$95.00.

09/10	R	08:30 PM - 10:00 PM	WH3004	Richard C Lombard	OUTDOOR RECREATION EDUCATION
09/19	S	09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard	
09/24-09/27	RFSU	Arranged	OFF CAMPUS	Richard C Lombard	

#5801 Section 03 [units: 1-10]

09/02-10/23	T	05:15 PM - 06:55 PM	WH2015	Susan L Probst	STRATEGIES FOR PPST READING
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#5802 Section 04 [units: 1-10]

10/26-12/22	T	05:15 PM - 06:55 PM	WH2015	Susan L Probst	STRATEGIES FOR PPST WRITING
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#6119 Section 05 [units: 1] NOTE: DELAVAN-DARIEN ADMINISTRATIVE OFFICES

09/02-12/22	W	05:15 PM - 07:45 PM	OFF CAMPUS	Susan L Probst	SELF-ADVOCACY STRATEGY
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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.

#3185 Section 01 [units: 1-3]

Dept. Consent

09/02-12/22	Arranged	Arranged		Diana L Rogers-Adkinson	
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#6073 Section 02 [units: 3]

Dept. Consent

09/02-12/22	Arranged	Arranged		Rowand Robinson	CHIDREN WITH EBD
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*** GRADUATE LEVEL COURSES ***

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

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

#3187 Section 01 [units: 3] NOTE: This is a hybrid class involving both classroom and Web based instructional components and requires an online Friday session.

09/02-12/22	MW	08:50 AM - 09:40 AM	WH2005	David M Gordon
09/02-12/22	Arranged	Arranged	WEB BASED	David M Gordon

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

#3215 Section 02 [units: 3]

09/02-12/22	M	05:15 PM - 07:45 PM	WH4007	Nomsa Gwalla-Ogisi
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SPECED 576 MEDICAL ASPECTS OF DISABILITY ... *Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance needs are addressed.*

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#3223 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.

09/02-12/22	Arranged	Arranged	WEB BASED	Sharon M Kolb
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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

#3189 Section 01 [units: 2]

09/03	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
09/17	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
10/01	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
10/15	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
10/29	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
11/12	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
12/10	R	05:15 PM - 07:45 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

#3191 Section 01 [units: 3]

09/02-12/22	TR	02:15 PM - 03:30 PM	WH2015	Lana L Collet-Klingenberg
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SPECED 608 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 205 AND SPECED 407/607 OR CONSENT OF INSTRUCTOR

#5803 Section 01 [units: 3] NOTE: This class is web-based only. Required additional charge of \$100 per credit will be added to registrant's bill.

09/02-12/22	Arranged	Arranged	WEB BASED	Shannon Stuart
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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

#3193 Section 01 [units: 3] NOTE: Additional required course fee is \$30

09/02-12/22	MW	02:15 PM - 03:30 PM	WH2005	Kathryn J Casey
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#3247 Section 02 [units: 3] NOTE: Additional required course fee is \$30

09/02-12/22	T	05:15 PM - 07:45 PM	WH2005	Kathryn J Casey
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Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)
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SPECED 640 ADVANCED BEHAVIOR INTERVENTION STRATEGIES ... The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#3195 Section 01 [units: 3]					
09/02-12/22	MW	11:00 AM - 11:50 AM	HH1306	Nomsa Gwalla-Ogisi	
11/07-11/08	SU	08:00 AM - 05:00 PM	WC0185	Nomsa Gwalla-Ogisi	

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

#3213 Section 01 [units: 3]					
09/02-12/22	W	01:10 PM - 03:40 PM	WH3010	Amy Griffith	

SPECED 661 FORMAL ASSESSMENT FOR YOUNG CHILDREN ... This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals. Prereq: Completion of all prior Early Childhood Education courses and restricted to students with professional ed admission and ECE majors.

PREREQ: ADMISSION TO PROFESSIONAL ED AND EARLY CHILDHOOD EDUCATION PROGRAM

#3197 Section 01 [units: 3]		NOTE: Additional required course fee is \$30			
09/02-12/22	M	05:15 PM - 07:45 PM	WH2010	Mark P Schroeder	

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

#3199 Section 01 [units: 3]		NOTE: Additional required course fee is \$30			
09/02-12/22	TR	11:00 AM - 12:15 PM	WH2005	Kathryn J Casey	

SPECED 676 CURRICULUM, METHODS & MATERIALS FOR THOSE WITH MULT DISABILITIES ... For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, cognitive, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities. Emphasis is on functional skills.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

#3201 Section 01 [units: 3]					
09/02-12/22	W	05:15 PM - 07:45 PM	WH2005	Sharon M Kolb	
#3231 Section 02 [units: 3]		NOTE: Restricted to ECE students only.			
09/02-12/22	M	05:15 PM - 07:45 PM	WH2005	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, NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONS DEPT. COREQ: SPECFLD 789A, 789B, 789C, 789D, 789F OR 789G , OR SPECFLD 793 A, 793B, 793C, 793D, 793F, OR 793G

#3203 Section 01 [units: 2]					
09/10	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
09/24	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
10/08	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
10/22	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
11/05	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
11/19	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
12/03	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart	
12/18	F	08:30 AM - 01:30 PM	WH2005	Shannon Stuart	

Dept. Consent

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

#3205 Section 01 [units: 3]

09/02-12/22 TR 09:30 AM - 10:45 AM WH2015 Amy Griffith

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

#3241 Section 01 [units: 3] NOTE: Class travels to Kettle Moraine State Forest on September 19 and to Copper Falls State Park the weekend of Sept. 24-27. Education majors should register for section 01; all other majors for section 02. Required additional course fee is \$95.00.

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

09/19 S 09:00 AM - 04:00 PM OFF CAMPUS Richard C Lombard

09/24-09/27 RFSU Arranged OFF CAMPUS Richard C Lombard

#3243 Section 02 [units: 3] NOTE: Class travels to Kettle Moraine State Forest on September 19 and to Copper Falls State Park the weekend of Sept. 24-27. Education majors should register for section 01; all other majors for section 02. Required additional course fee is \$95.00.

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

09/19 S 09:00 AM - 04:00 PM OFF CAMPUS Richard C Lombard

09/24-09/27 RFSU Arranged OFF CAMPUS Richard C Lombard

#6120 Section 05 [units: 1] NOTE: DELAVAN-DARIEN ADMINISTRATIVE OFFICES

09/02-12/22 W 05:15 PM - 07:45 PM OFF CAMPUS Susan L Probst SELF-ADVOCACY STRATEGY

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.

#3179 Section 01 [units: 3]

09/02-12/22 T 05:15 PM - 07:45 PM WH3010 Rowand Robinson

SPECED 702 REFLECTIVE PRACTICE AND ACTION RESEARCH ... The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. **PREREQ: Graduate Standing.**

#3225 Section 01 [units: 3]

09/02-12/22 Arranged Arranged WEB BASED Shannon Stuart

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

#3183 Section 01 [units: 3]

09/02-12/22 Arranged Arranged Shannon Stuart

SPECED 760 FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD ... This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence 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 explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

#3181 Section 01 [units: 3]

09/02-12/22 M 05:15 PM - 07:45 PM WH3012 Jessica L Hagaman

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

#3207 Section 01 [units: 1-3]

09/02-12/22 Arranged Arranged Ann Riall METHODS TCH INFANT/TODDL W/DIS

Dept. Consent

#5874 Section 02 [units: 3]

09/02-12/22 Arranged Arranged Nomsa Gwalla-Ogisi BEHAVIOR INTERVENTIONS

Dept. Consent

Start/End Dates

Meeting Days

Meeting Times

Location

Instructor

Course Topic (if applicable)

Special Education Field

SPECFLD 385 CROSS CATEGORICAL FIELD WORK ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with cognitive delays, emotional/behavioral disorders and learning disabilities.

PREREQ: SPECIAL EDUCATION MAJOR AND SPECED 205, 324, 325, ADMISSION TO PROFESSIONAL EDUCATION; COREQ: SPECED 361; OR SPECIAL EDUCATION MINOR AND SPECED 205, 325, ADMISSION TO PROFESSIONAL EDUCATION; COREQ: SPECED 361 OR EDUINDP 442

#3265 Section 01 [units: 2] NOTE: Some school districts, agencies and day care centers require that criminal background checks of students be conducted prior to accepting students for placement in field experience. In meeting this requirement, students will be assessed for the charge, ranging from approximately \$5.00-\$40.00 (subject to change), as part of the enrollment in a course or by a charge on their student bill.

09/02-12/22 TR 03:45 PM - 04:35 PM WH2005 Jessica L Hagaman

SPECFLD 410 GENERAL EDUCATION FIELD EXPERIENCES ... 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: SPECED MAJOR, SPECED 361, SPECFLD 385, ADM PROF ED, COREQ: SPECED 458 OR SPECED MINOR, SPECED 361, SPECFLD 385, ADM PROF ED, COREQ: SPECED 458

#3299 Section 01 [units: 3] NOTE: JANESVILLE PUBLIC SCHOOLS

Dept. Consent

10/19-12/04 MTWRF 07:45 AM - 12:00 PM OFF CAMPUS Maureen L Griffin

SPECFLD 485A SPECIALIZATION FIELD WORK - COGNITIVELY DELAY ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with the specialization area of cognitively delays.

PREREQ: SPECED 205, 324, 325, 361, SPECFLD 385, ADMISSION TO PROFESSIONAL ED, COREQ: SPECED 440

#3263 Section 01 [units: 2]

09/02-12/22 F 11:00 AM - 11:50 AM WH1001 Nomsa Gwalla-Ogisi

SPECFLD 485B SPECIALIZATION FIELD WORK - LEARNING DISABILITY ... This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization area of learning disabilities.

PREREQ: SPECE 205, 324, 325, 361, SPECFLD 385, ADMISSION TO PROFESSIONAL ED, COREQ: SPECFLD 485C, SPECED 440

#3303 Section 01 [units: 1] NOTE: See 485A for date and time information.

09/02-12/22 Arranged Arranged Nomsa Gwalla-Ogisi

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

PREREQ: SPECED 205, 324, 325, 361, SPECFLD 385, ADMISSION TO PROFESSIONAL ED, COREQ: SPECFLD 485B, SPECED 440

#3305 Section 01 [units: 1] NOTE: See 485A for date and time information.

09/02-12/22 Arranged Arranged Nomsa Gwalla-Ogisi

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: PASS PRAXIS II, NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONS DEPT, COREQ: SPECFLD 489D, SPECED 470, SPECED 480

#3267 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

09/02-12/22 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: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT. COREQ: SPECFLD 489C, 489D, SPECED 470, 480

#3269 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

09/02-12/22 Arranged Arranged Diana L Rogers-Adkinson

S/NC Grading Basis Only

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

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

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT.

COREQ: SPECFLD 489B, 489D, SPECED 470, 480

#3271 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

09/02-12/22 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: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONS OF DEPT.

COREQ: SPECFLD 489A, SPECED 470, 480 OR SPECFLD 489B, 489C, SPECED 470, 480

#3273 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

09/02-12/22 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

#5755 Section 01 [units: 2]

09/02-12/22 TR 03:45 PM - 04:35 PM WH2005 Jessica L Hagaman

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

#3301 Section 01 [units: 3] NOTE: JANESVILLE PUBLIC SCHOOLS

10/19-12/04 MTWRF 07:45 AM - 12:00 PM OFF CAMPUS Maureen L Griffin

Dept. Consent

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

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

#3275 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

09/02-12/22 Arranged Arranged To Be Arranged

P/F Grading Basis Only

SPECFLD 789B PRACTICUM: LEARNING DISABILITY ... PRACTICUM: LEARNING DISABILITY

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

#3277 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

09/02-12/22 Arranged Arranged Diana L Rogers-Adkinson

P/F Grading Basis Only

SPECFLD 789C PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS ... PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS

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

#3279 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

09/02-12/22 Arranged Arranged To Be Arranged

P/F Grading Basis Only

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

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

#3281 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

09/02-12/22 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: 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

#3283 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

09/02-12/22 Arranged Arranged 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

#3285 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

09/02-12/22 Arranged Arranged To Be Arranged
P/F Grading Basis Only

SPECFLD 793A INSERVICE PRACTICUM: COGNITIVE DISABILITY ... INSERVICE PRACTICUM: COGNITIVE DISABILITY

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

#3287 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

09/02-12/22 Arranged Arranged Diana L Rogers-Adkinson
P/F Grading Basis Only

SPECFLD 793B INSERVICE PRACTICUM: LEARNING DISABILITY ... INSERVICE PRACTICUM: LEARNING DISABILITY

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

#3289 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

09/02-12/22 Arranged Arranged Diana L Rogers-Adkinson
P/F Grading Basis Only

SPECFLD 793C INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS ... INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS

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

#3291 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

09/02-12/22 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

#3293 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

09/02-12/22 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 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

#3295 Section 01 [units: 1-6] NOTE: Pass/Fail grade basis only. All 793 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

09/02-12/22 Arranged Arranged

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: 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

#3297 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

09/02-12/22 Arranged Arranged

To Be Arranged

P/F Grading Basis Only