

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.

#2538 Section 01 [units: 3] Gen Ed Interdisciplinary (GI) NOTE: This course is a hybrid class involving both classroom and web based instructional components

01/19-05/19	TR	12:30 PM - 01:45 PM	WH1001	Rowand Robinson
01/19-05/19	Arranged	Arranged	WEB BASED	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.

#2528 Section 01 [units: 3]

01/19-05/19	TR	09:30 AM - 10:45 AM	WH2001	Lana L Collet-Klingenberg
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#2532 Section 03 [units: 3]

01/19-05/19	M	05:15 PM - 07:45 PM	WH1001	Lynn M Lindahl
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#2534 Section 04 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	MW	09:55 AM - 10:45 AM	WH1001	Kristal Kagy
01/19-05/19	Arranged	Arranged	WEB BASED	Kristal Kagy

#2536 Section 05 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components

01/19-05/19	TR	11:00 AM - 12:15 PM	WH1001	Rowand Robinson
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#2612 Section 06 [units: 3] NOTE: This course is Web based only. Additional charge of \$100 per credit hour will be added to registrant's bill.

01/19-05/19	Arranged	Arranged	WEB BASED	Lana L Collet-Klingenberg
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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

#2570 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/12	MWF	08:50 AM - 09:40 AM	WH2014	David M Gordon
01/19-05/19	Arranged	Arranged	WEB BASED	David M Gordon

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

#2556 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components

01/19-05/12	MWF	09:55 AM - 10:45 AM	WH2001	David M Gordon
01/19-05/19	Arranged	Arranged	WEB BASED	David M Gordon

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

SPECED 360 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOMS ... *The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.*

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205

#2558 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	MW	02:15 PM - 03:30 PM	WH2001	Nomsa Gwalla-Ogisi
01/19-05/19	Arranged	Arranged	WEB BASED	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

#2544 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	TR	02:15 PM - 03:30 PM	WH2005	Jessica L Hagaman
01/19-05/19	Arranged	Arranged	WEB BASED	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

#2602 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.

01/19-05/19	Arranged	Arranged	WEB BASED	Sharon M Kolb
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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

#2582 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/21	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
02/04	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
02/18	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
03/04	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
03/18	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
04/01	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
04/15	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
05/06	R	05:15 PM - 07:45 PM	WH2005	Shannon Stuart
01/19-05/19	Arranged	Arranged	WEB BASED	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

#2552 Section 01 [units: 3]

01/19-05/19	TR	02:15 PM - 03:30 PM	WH2015	Lana L Collet-Klingenberg
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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

#2540 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00.

01/19-05/19	MW	08:00 AM - 09:15 AM	WH2005	Kathryn J Casey
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#5455 Section 02 [units: 3] NOTE: Required additional course fee is \$30.00.

01/19-05/19	T	05:15 PM - 07:45 PM	WH2005	Kathryn J Casey
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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

#2560 Section 01 [units: 3]

01/25-04/26	M	05:15 PM - 07:45 PM	WH2005	Nomsa Gwalla-Ogisi
04/10-04/11	SU	08:00 AM - 04:00 PM	WC0185	Nomsa Gwalla-Ogisi

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

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, SPECED 361, SPECED 426, SPECFLD 385, ADMISSION TO PROFESSIONAL EDUCATION

#2568 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	T	05:15 PM - 07:45 PM	WH2015	Rowand Robinson
01/19-05/19	Arranged	Arranged	WEB BASED	Rowand Robinson

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

#2546 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	W	01:10 PM - 03:40 PM	WH3013	Amy Griffith
01/19-05/19	Arranged	Arranged	WEB BASED	Amy Griffith

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

#2542 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00.

01/19-05/19	TR	11:00 AM - 12:15 PM	WH2005	Kathryn J Casey
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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

#2550 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	W	05:15 PM - 07:45 PM	WH2014	Sharon M Kolb
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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

#2562 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	MW	11:00 AM - 11:50 AM	WH1001	Sharon M Kolb
01/19-05/19	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

#2548 Section 01 [units: 2]

01/29	F	09:00 AM - 02:00 PM	WH2015	Maureen L Griffin
02/26	F	09:00 AM - 02:00 PM	WH2015	Maureen L Griffin
03/19	F	09:00 AM - 02:00 PM	WH2015	Maureen L Griffin
04/30	F	09:00 AM - 02:00 PM	WH2015	Maureen L Griffin
05/07	F	09:00 AM - 02:00 PM	WH2015	Maureen L Griffin

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 OR SPECFLD 489B, 489C, 489D, SPECED 470

Class#	Section	(Units)	General Education Designation (if any)	Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)	Consent
#2572	Section 01	[units: 2]								Dept. Consent
	01/28	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	02/11	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	02/25	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	03/11	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	04/08	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	04/22	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	04/29	R		05:15 PM - 07:45 PM	WH2005	Shannon Stuart				
	05/14	F		08:00 AM - 02:00 PM	WH2005	Shannon Stuart				
	01/19-05/19	Arranged	Arranged		WEB BASED	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

Class#	Section	(Units)	General Education Designation (if any)	Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)	Consent
#2554	Section 01	[units: 3]								
	01/19-05/19	TR		12:15 PM - 01:30 PM	WH2014	Amy Griffith				
	01/19-05/19	Arranged	Arranged		WEB BASED	Amy Griffith				

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

Class#	Section	(Units)	General Education Designation (if any)	Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)	Consent
#5410	Section 01	[units: 3]								
	01/19-03/05	TR		09:30 AM - 12:00 PM	WH2015	Amy Griffith				
	05/03-05/07	TR		09:30 AM - 12:00 PM	WH2015	Amy Griffith				
	01/19-05/19	Arranged	Arranged		WEB BASED	Amy Griffith				

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

Class#	Section	(Units)	General Education Designation (if any)	Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)	Consent
#2616	Section 01	[units: 1]								
	01/19-03/12	T		05:15 PM - 06:55 PM	WH3011	Susan L Probst			STRATEGIES FOR PPST READING	
#2618	Section 02	[units: 1]								
	03/15-05/19	T		05:15 PM - 06:55 PM	WH3011	Susan L Probst			STRATEGIES FOR PPST WRITING	
#2620	Section 03	[units: 3]								
	Saturday, April 24:		Timber Lee Education Center, East Troy.	Thursday, April 29-Sunday, May 2:						
	04/15	R		08:30 PM - 10:00 PM	WH3010	Richard C Lombard			OUTDOOR REC & LEISURE ED	
	04/24	S		09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard				
	04/29-05/02	RFSU	Arranged			Richard C Lombard				
#2622	Section 04	[units: 3]								
	Saturday, April 24:		Timber Lee Education Center, East Troy.	Thursday, April 29-Sunday, May 2:						
	04/15	R		08:30 PM - 10:00 PM	WH3010	Richard C Lombard			OUTDOOR REC & LEISURE ED	
	04/24	S		09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard				
	04/29-05/02	RFSU	Arranged			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.

Class#	Section	(Units)	General Education Designation (if any)	Start/End Dates	Meeting Days	Meeting Times	Location	Instructor	Course Topic (if applicable)	Consent
#2576	Section 01	[units: 1-3]								Dept. Consent
	01/19-05/19	Arranged	Arranged					Diana L Rogers-Adkinson	SWEDEN EXPERIENCE	
#5600	Section 02	[units: 1]								Dept. Consent
	01/19-05/19	Arranged	Arranged					Amy Griffith	SPEECH THERAPY FOR DISABL STDN	

*** 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

#2598 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/12 MWF 08:50 AM - 09:40 AM WH2014 David M Gordon

01/19-05/19 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

#2606 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19 MW 02:15 PM - 03:30 PM WH2001 Nomsa Gwalla-Ogisi

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

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

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2604 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.

01/19-05/19 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

#2600 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/21 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

02/04 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

02/18 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

03/04 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

03/18 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

04/01 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

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

05/06 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart

01/19-05/19 Arranged Arranged WEB BASED 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

#2592 Section 01 [units: 3]

01/19-05/19 TR 02:15 PM - 03:30 PM WH2015 Lana L Collet-Klingenberg

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

#2584 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00.

01/19-05/19 MW 08:00 AM - 09:15 AM WH2005 Kathryn J Casey

#5456 Section 02 [units: 3] NOTE: Required additional course fee is \$30.00.

01/19-05/19 T 05:15 PM - 07:45 PM WH2005 Kathryn J Casey

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

#2596 Section 01 [units: 3]

01/25-04/26 M 05:15 PM - 07:45 PM WH2005 Nomsa Gwalla-Ogisi

04/10-04/11 SU 08:00 AM - 04:00 PM WC0185 Nomsa Gwalla-Ogisi

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

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

#2614 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
 01/19-05/19 T 05:15 PM - 07:45 PM WH2015 Rowand Robinson
 01/19-05/19 Arranged Arranged WEB BASED 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

#2588 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
 01/19-05/19 W 01:10 PM - 03:40 PM WH3013 Amy Griffith
 01/19-05/19 Arranged Arranged WEB BASED Amy Griffith

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

#2586 Section 01 [units: 3] NOTE: Required additional course fee is \$30.00.
 01/19-05/19 TR 11:00 AM - 12:15 PM WH2005 Kathryn J Casey

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

#2590 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.
 01/19-05/19 W 05:15 PM - 07:45 PM WH2014 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

#2608 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components. Dept. Consent
 01/28 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 02/11 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 02/25 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 03/11 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 04/08 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 04/22 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 04/29 R 05:15 PM - 07:45 PM WH2005 Shannon Stuart
 05/14 F 08:00 AM - 02:00 PM WH2005 Shannon Stuart
 01/19-05/19 Arranged Arranged WEB BASED 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 with the special and regular curriculum.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

#2594 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components
 01/19-05/19 TR 12:15 PM - 01:30 PM WH2014 Amy Griffith
 01/19-05/19 Arranged Arranged WEB BASED Amy Griffith

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

#5411 Section 01 [units: 3]

01/19-03/05	TR	09:30 AM - 12:00 PM	WH2015	Amy Griffith	
05/03-05/07	TR	09:30 AM - 12:00 PM	WH2015	Amy Griffith	
01/19-05/19	Arranged	Arranged	WEB BASED	Amy Griffith	

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

#2624 Section 03 [units: 3] NOTE: Education majors should register for section 03 and all other majors should register for section 04.

Saturday, April 24: Timber Lee Education Center, East Troy. Thursday, April 29-Sunday, May 2: travel to Copper Falls State Park.

04/15	R	08:30 PM - 10:00 PM	WH3010	Richard C Lombard	OUTDOOR REC & LEISURE ED
04/24	S	09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard	
04/29-05/02	RFSU	Arranged		Richard C Lombard	

#2626 Section 04 [units: 3] NOTE: Education majors should register for section 03 and all other majors should register for section 04.

Saturday, April 24: Timber Lee Education Center, East Troy. Thursday, April 29-Sunday, May 2: travel to Copper Falls State Park.

04/15	R	08:30 PM - 10:00 PM	WH3010	Richard C Lombard	OUTDOOR REC & LEISURE ED
04/24	S	09:00 AM - 04:00 PM	OFF CAMPUS	Richard C Lombard	
04/29-05/02	RFSU	Arranged		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.

#2564 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components

01/19-05/19	M	05:15 PM - 07:45 PM	WH2014	Sharon M Kolb	
01/19-05/19	Arranged	Arranged	WEB BASED	Sharon M Kolb	

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.**

#3801 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.

01/19-05/19	Arranged	Arranged	WEB BASED	Shannon Stuart	
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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.

#2610 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19	T	05:15 PM - 07:45 PM	WH2014	Ann Riall	
01/19-05/19	Arranged	Arranged	WEB BASED	Nomsa Gwalla-Ogisi	

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

#2578 Section 01 [units: 3]

01/19-05/19	Arranged	Arranged		Shannon Stuart	
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#5622 Section 02 [units: 3]

01/19-05/19	Arranged	Arranged		Lana L Collet-Klingenberg	
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#5623 Section 03 [units: 3]

01/19-05/19	Arranged	Arranged		Sharon M Kolb	
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#5624 Section 04 [units: 3]

01/19-05/19	Arranged	Arranged		Rowand Robinson	
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#5625 Section 05 [units: 3]

01/19-05/19	Arranged	Arranged		Diana L Rogers-Adkinson	
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#5626 Section 06 [units: 3]

01/19-05/19	Arranged	Arranged		Amy Griffith	
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#5642 Section 07 [units: 3]

01/19-05/19	Arranged	Arranged		Jessica L Hagaman	
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#5643 Section 08 [units: 3]

01/19-05/19	Arranged	Arranged		Simone J DeVore	
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Start/End Dates Meeting Days Meeting Times Location Instructor Course Topic (if applicable)

SPECED 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION ... This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios -- a Professional Development Portfolio, a Showcase Portfolio or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A showcase portfolio will assist teachers who wish to move into another professional position. The National Board portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their working according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.

PREREQ: STUDENTS SEEKING THE MSE IN SPECIAL EDUCATION WILL BE EXPECTED TO HAVE COMPLETED THE GENERAL CORE, THE SPECIALTY CORE, AND THE PROFESSIONAL DEVELOPMENT CORE CLASSES. OTHERS MAY BE ADMITTED WITH CONSENT OF THE INSTRUCTOR.

#2566 Section 01 [units: 3] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19 R 05:15 PM - 07:45 PM WH2014 Simone J DeVore

01/19-05/19 Arranged Arranged WEB BASED Simone J DeVore

SPECED 761 INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM ... This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.

#2580 Section 01 [units: 3]

01/19-05/19 W 05:15 PM - 07:45 PM WH2005 Jessica L Hagaman

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

#2574 Section 01 [units: 1-3]

01/19-05/19 Arranged Arranged Diana L Rogers-Adkinson INCLUSIVE PRACTICES RESEARCH

Dept. Consent

#5596 Section 02 [units: 1]

01/19-05/19 Arranged Arranged Shannon Stuart SPECIAL ED POLICY ADVANCES

Dept. Consent

#5597 Section 03 [units: 3]

01/19-05/19 Arranged Arranged Ann Riall INF/TODDLR METHODS & FLD STUDY

Dept. Consent

#5598 Section 04 [units: 3]

01/19-05/19 Arranged Arranged Diana L Rogers-Adkinson EBD INTERVENTIONS

Dept. Consent

#5599 Section 05 [units: 1]

01/19-05/19 Arranged Arranged Diana L Rogers-Adkinson STRATEGIC INTERVENTION

Dept. Consent

#5638 Section 06 [units: 1-3]

03/15-05/19 Arranged Arranged Susan L Probst LEARNING STRATEGIES

Dept. Consent

Special Education Field

SPECFLD 385 CROSS CATEGORICAL FIELD WORK ... This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with 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

#2652 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components. 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.

01/19-05/19 TR 03:45 PM - 04:35 PM WH2005 Jessica L Hagaman

01/19-05/19 Arranged Arranged WEB BASED 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

#2688 Section 01 [units: 3] NOTE: Off Campus Course; Janesville Public Schools

Dept. Consent

03/08-03/19 MTWRF 07:45 AM - 12:00 PM David M Gordon

03/29-04/30 MTWRF 07:45 AM - 12:00 PM David M Gordon

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

#2654 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19 F 11:00 AM - 11:50 AM WH2014 Nomsa Gwalla-Ogisi

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

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

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

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

#2692 Section 01 [units: 1] NOTE: See SPECFLD 485A for date, time and location. This course is a hybrid class involving both classroom and web based instructional components.

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

#2694 Section 01 [units: 1] NOTE: See SPECFLD 485A for date, time and location. This course is a hybrid class involving both classroom and web based instructional components.

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

#2656 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@uwu.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

01/19-05/19 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

#2658 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@uwu.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

01/19-05/19 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: 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

#2660 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@uwu.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

01/19-05/19 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

#2662 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@uwu.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

01/19-05/19 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

#2696 Section 01 [units: 2] NOTE: This course is a hybrid class involving both classroom and web based instructional components.

01/19-05/19 TR 03:45 PM - 04:35 PM WH2005 Jessica L Hagaman
01/19-05/19 Arranged Arranged WEB BASED Jessica L Hagaman

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

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

#2690 Section 01 [units: 3] NOTE: Off Campus Course; Janesville Public Schools Dept. Consent
 03/08-03/19 MTWRF 07:45 AM - 12:00 PM David M Gordon
 03/29-04/30 MTWRF 07:45 AM - 12:00 PM David M Gordon

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

#2664 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
 01/19-05/19 Arranged Arranged Diana L Rogers-Adkinson
 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

#2666 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
 01/19-05/19 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

#2668 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
 01/19-05/19 Arranged Arranged Diana L Rogers-Adkinson
 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

#2670 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
 01/19-05/19 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

#2672 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
 01/19-05/19 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: 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

#2674 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
 01/19-05/19 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 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**

#2676 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

01/19-05/19 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**

#2678 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

01/19-05/19 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**

#2680 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

01/19-05/19 Arranged Arranged

Diana L Rogers-Adkinson

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**

#2682 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

01/19-05/19 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: 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

#2684 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

01/19-05/19 Arranged Arranged

Diana L Rogers-Adkinson

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

#2686 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