

Special Education (SPECED, SPECFLD)

The expectations for graduate level Special Education enrollment is consistent with UW-Whitewater's guidelines and requires additional research, projects and a leadership role. In addition, enrollment in Special Education courses requires admission to professional education with the exception of SPECED-700 level courses.

SPECED-520

Introduction To Education Of Young Children With Exceptional Educational Needs 3 cr

Designed for persons interested in the education of infants/toddlers and preschoolers. Causes of disabling conditions are reviewed and early intervention programs studied. Parent training and family involvement rationale and techniques are also examined.

Prereq: SPECED-205 or SPECED-721 and restricted to students with Professional Ed admission.

SPECED-524

Foundations of Special Education 3 cr

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.

SPECED-525

Characteristics of CD/EBD/LD 3 cr

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-205, Admission to Professional Education.

SPECED-560

Behavior Management for the Inclusive Classroom 3 cr

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: SPECED-205, Admission to Professional Education

SPECED-561

Inclusive Methods of Instruction 3 cr

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-205, SPECED-324/524, SPECED-325/525, SPECED-426/626 and admission to Professional Education.

Coreq: SPECFLD-380/580.

SPECED-576

Medical Aspects Of Disability 3 cr

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

Prereq: 6 credits of special education or consent of instructor and Restricted to Students with Professional Ed admission.

SPECED-580

Phase 3 Portfolio 2 cr

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, SPECED-324/524, SPECED-325/525, SPECED-361/561, SPECED-360/560, SPECED-426/626 and SPECFLD-385/585.

Coreq: SPECFLD 485/685, SPECED-440/640, SPECED-450/650 or SPECED-465/665.

SPECED-606

Career/Vocational Programming For Exceptional Educational Needs 3 cr

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-325/525 and admission to Professional Ed.

SPECED-607

Foundations of Autism Spectrum Disorder 3 cr

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

Prereq: SPECED 205 or permission from the instructor

SPECED-608

Methods for Teaching Children with Autism Spectrum Disorders 3 cr

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 permission from the instructor.

SPECED-609

Nonviolent Crisis Intervention 3 cr

This course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exam will receive a one-year certificate in non-violent crisis intervention. Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. **Students registering for this course that are not currently licensed teachers or enrolled in a teacher education program must complete an Admission to Professional Education for Non-Licensure form to enroll in this course.**

SPECED-622

Curriculum Methods And Administrating - EC:EEN Programs 3 cr

Exploration of early intervention services for young children with special needs, best practices for programming for 3-6 year olds with emphasis on curriculum and program implementation across developmental domains, methods of intervention for the whole child, and administering a multi-disciplinary program. Identification of management responsibilities to include coordination of staff and services, transition practices, and program accountability. Students are required to participate in supervised fieldwork activities.

Prereq: SPECED-320/520 and restricted to students with Professional Ed admission.

SPECED-623

Working With Infants/Toddlers With Special Needs And With Their Families 3 cr

For students who are interested in providing services to infants and toddlers with special needs. Course content will examine legislative basis of services to the birth to 3 population, screening and assessment procedures, eligibility criteria for service delivery, and interagency and team collaboration styles. Students also learn methods of

curriculum design and implementation, evaluation of materials and resources and program delivery systems.

Prereq: SPECED-320/520 and restricted to students with Professional Ed admission.

SPECED-624

Family Focused Intervention 3 cr

Identification of skills and techniques needed to work with families of children with special needs in infant/ toddler and preschool programs are addressed. Family dynamics are analyzed with attention given to various stages parents experience in relationship to their child and overall family situation. Specific attention is given to communicating with families, conducting family needs assessments, and working with and advocating for parents with special needs. Opportunities to advocate for and work directly with infants, parents and families are provided.

Prereq: SPECED-320/520 and SPECED-423/623 or taken concurrently and restricted to students with Professional Ed admission.

SPECED-626

Introduction To Individual Diagnostic Assessment Of Exceptional Educational Needs 3 cr

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.

SPECED-640

Advanced Behavior Management 3 cr

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, SPECED-360/560, SPECED-361/561, SPECED-426/626 and admission to Professional Education.

SPECED-650

Intervention for Children with EBD 3 cr

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, SPECED-361/561, SPECED- 426/626, Admission to Professional Education

SPECED-658

Collaboration For Effective Instruction 3 cr

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-205, SPECED-336-536, SPECED-406/606, SPECED-426/626, SPECED-466/666 and Admission to Professional Education.

SPECED-661

Formal Assessment of Young Children 3 cr

Provides the students with knowledge of legal and ethical considerations of assessing young children. Students acquire skills in screening, conducting norm-referenced assessments, writing reports, and communicating with parents and professionals. Graduate students will complete projects in addition to those required for those taking the class at the undergraduate level.

Prereq: Restricted to post-baccalaureate students with Professional Education admission.

SPECED-662

Educational Diagnosis And Assessment In LD, E/BD, CD 3 cr

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: SPECED-426/626 and restricted to students with Professional Ed admission.

SPECED-665

Curriculum/Methods Cognitive Disabilities - Functional 3 cr

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-324/524, SPECED-325/525, SPECED-205 and restricted to students with Professional Ed admission.

SPECED-666

Working With Parents Of Exceptional Children And Community Agencies 3 cr

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-205 and restricted to students with Professional Ed admission.

SPECED-675 (CIGENRL-675) (PEGNRL-675)

Licensure Portfolio Review .5 cr

A course to assist students removes deficiencies in their portfolio in order to make the portfolio acceptable for student continuation in teacher education programs.

SPECED-676

Curriculum, Methods And Materials For Those With Multiple Disabilities 3 cr

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: SPECED-325/524, SPECED-325/525, SPECED-205 and restricted to students with Professional Ed admission.

SPECED-680

Phase 4 Portfolio 2 cr

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

Prereq: Pass Praxis II examination; Have no grades lower than a "C" in licensure courses; 2.75 GPA or higher.

SPECED-682

Current Topics in Special Education: Pre-Institute 1 cr

The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 483/683 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre- Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

Coreq: SPECED-483/683.

SPECED-683

Current Topics in Special Education: Institute 1 cr

The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to

critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 482/682 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 484/684 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

SPECED-684

Current Topics in Special Education: Post-Institute 1 cr

The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 483/683 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Post- Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

Prereq: SPECED-483/683.

SPECED-686

Academic Intervention I 3 cr

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

Prereq: SPECED-205, SPECED-324/524, SPECED-325/525, SPECED-361/561, SPECED-426/626 and admission to Professional Educaiton.

SPECED-687

Academic Intervention II 3 cr

The 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: Admission to Professional Education, SPECED-205, SPECED-324/524, SPECED-361/561, & SPECED-426/626

Coreq: SPECFLD-410/610, SPECED-486/686 & SPECED-458/658.

SPECED-690

Workshop 1-10 cr

SPECED-691

Travel Study 1-3 cr

SPECED-694

Seminar 1-3 cr

SPECED-696

Special Studies 1-4 cr

Prereq: Consent of instructor.

SPECED-700

**Theoretical Foundations of Contemporary Practices in
Special Education 3 cr**

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.

SPECED-701

Advanced Methodology and Practices in Special Education

3 cr

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.

SPECED-702 (CIGENRL-702)

Reflective Practice And Action Research 3 cr

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.

SPECED-703

Promoting Reform through Collaborative Leadership 3 cr

This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.

Prereq: SPECED-700 and SPECED-701.

SPECED-704

Applied Field Action Research in Special Education 3 cr

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, SPECED-701, SPECED-702, EDFOUND-740 or permission of instructor.

SPECED-705

Professional Portfolio Development in Special Education 3 cr

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 work 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 the consent of the instructor.

SPECED-706

Vocational Assessment Of Students With Special Needs 3 cr

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

Prereq: SPECED-406/606.

SPECED-730

Implementing Intervention For Infants And Toddlers With Special Needs 3 cr

Identification of current best practice as defined in the literature and application of the skills and techniques needed for implementing intervention services with infants and toddlers with special needs is the emphasis of this course. Rules and regulations that govern birth to three services, funding resources, child identification and assessment practices, eligibility criteria, curricula, educational methods, and materials for the birth to three population is presented and analyzed. Identification of community resources to facilitate comprehensive services, networking skills for interagency coordination, and the dynamics of parent/professional partnerships is examined and practiced. The uses of technology as a tool for record keeping, service delivery, accessing information, and sustaining life is also emphasized.

Prereq: SPECED-423/623 and SPECED-424/624.

SPECED-740

Professional Skills Development In EC:EEN 3 cr

Communication techniques for effective teaming in infant intervention programs is presented and strategies for supervision and collaboration are developed. Seminar periods focus on mental health issues as they pertain to an individual's professional growth and development. The course provides students with simulated and practical experiences in providing leadership in staff and program development and training with parents.

Prereq: SPECED-422/622, SPECED-423/623, SPECED-424/624 and SPECFLD-789G or consent of instructor.

SPECED-781

School-to-Work Transitional Programming 3 cr

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

Prereq: SPECED-556 or SPECED-564 or SPECED-606 or consent of instructor.

SPECED-790

Workshop 1-6 cr

SPECED-794

Seminar 1-3 cr

SPECED-796

Special Studies 1-3 cr

SPECED-798

Individual Studies 1-3 cr

SPECED-799

Thesis Research 1-6 cr

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Prereq: Consent of instructor.

Field (SPECFLD)

SPECFLD-585

Cross Categorical Field Work 3 cr

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: SPECED-205, SPECED-324/524, SPECED-325/525 Admission to Professional Education.

Coreq: SPECED-360/560, SPECED-361/561, SPECED-426/626

SPECFLD-610

General Education Field Work 3 cr

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: Concurrent enrollment with SPECED 658.

SPECFLD-685 A

Specialization Field Work-Cognitive Delays 3 cr

This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization of cognitive delays.

Prereq: SPECED-205, SPECED-324/524, SPECED-325/525, SPECFLD-385/585 Admission to Professional Education.

SPECFLD-685 B

Specialization Field Work-Emotional Behavioral Disorders 3 cr

This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization of emotional/behavioral disorders.

Prereq: SPECED-205, SPECED-324/524, SPECED-325/525, SPECFLD-385/585 Admission to Professional Education.

SPECFLD-685 C

Specialization Field Work-Learning Disorders 3 cr

This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization of learning disorders.

Prereq: SPECED-205, SPECED-324/524, SPECED-325/525, SPECFLD-385/585 Admission to Professional Education.

SPECFLD-789A

Practicum: Cognitive Disability 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 670 Seminar and SPECED 680 Phase 4 Portfolio3

SPECFLD-789B

Practicum: Learning Disability 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Coreq: SPECED 670 Seminar and SPECED 680 Phase 4 Portfolio.

SPECFLD-789C

Practicum: Emotional Behavioral Disorders 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 670 Seminar and SPECED 680 Phase 4 Portfolio.

SPECFLD-789D

Practicum: Cross Categorical 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 670 Seminar and SPECED 680 Phase 4 Portfolio.

SPECFLD-789F

Practicum: Early Childhood Special Education Birth through Eight 1-5 cr

Coreq: SPECED 680

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

SPECFLD-789G

Practicum: Early Childhood Special Education Birth to Three 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

SPECFLD-793A

Inservice Practicum-Cognitive Disability 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 680 Phase 4 Portfolio.

SPECFLD-793B

Inservice Practicum-Learning Disability 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 680 Phase 4 Portfolio.

SPECFLD-793C

Inservice Practicum-Emotional Behavioral Disorders 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 680 Phase 4 Portfolio.

SPECFLD-793D

Inservice Practicum-Cross Categorical 1-6 cr

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

Co-req: SPECED 680 Phase 4 Portfolio.

SPECFLD-793F

Inservice Practicum-Early Childhood Special Education Three through Eight 1-6 cr

Co-requisite: SPECED-680

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.

SPECFLD-793G

Inservice Practicum-Inservice Practicum in Early Childhood Special Education Birth to Three 1-6 cr

Co-req: SPECED 680.

Prereq: Restricted to students with Admission to Directed Teaching, Practicum, Inservice Practicum and consent of department.