COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES - COEPS (GRADUATE)

www.uww.edu/coeps

262-472-1101
education@uww.edu

Mission Statement
The University of Wisconsin-Whitewater’s College of Education and Professional Studies is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. As a premier center for global learning, the College’s focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities.

Overview

Within the College, there are close to 100 faculty and academic staff members of which more than 90% have earned doctorates. In addition to teaching and research obligations, faculty and staff are actively involved in professional and specialty organizations. Many hold regional, state, national and international offices and serve on professional committees and advisory boards.

Degree Programs
Business Education (MS) (http://www-public.courseleaf.com/graduate/education/business-marketing-education/)

Communication Sciences and Disorders (MS) (http://www-public.courseleaf.com/graduate/education/communication-sciences-disorders/#degreestext)

Counseling (MS) (http://www-public.courseleaf.com/graduate/education/counseling-degree/#degreestext)

Educational Leadership (MS) (http://www-public.courseleaf.com/graduate/education/educational-leadership/#degreestext)

Higher Education Leadership (MSE) (http://www-public.courseleaf.com/graduate/education/higher-education-leadership-mse/#degreestext)

Instructional Design and Learning Technology (MS) (http://www-public.courseleaf.com/graduate/education/instructional-design-and-learning-technology/#degreestext)

Professional Studies (MSE) (http://www-public.courseleaf.com/graduate/education/professional-development/#degreestext)

Special Education - Cross Categorical Emphasis (MSE) (http://www-public.courseleaf.com/graduate/education/special-education/special-education-emphasis-cross-categorical-mse/#degreestext)

Special Education - Professional Development Emphasis (MSE) (http://www-public.courseleaf.com/graduate/education/special-education/special-education-emphasis-professional-development-mse/#degreestext)

Certificate
Addictions Counseling (http://www-public.courseleaf.com/graduate/education/counseling-degree/addictions-counseling/)

Applied Behavior Analysis (http://www-public.courseleaf.com/graduate/education/special-education/applied-behavior-analysis/)

Autism Specialist (http://www-public.courseleaf.com/graduate/education/special-education/autism-specialist/)

Clinical Mental Health Counseling (http://www-public.courseleaf.com/graduate/education/counseling-degree/clinical-mental-health-counseling-certificate/)

Emerging Technology for Digital Learning (http://www-public.courseleaf.com/graduate/education/professional-development/emerging-technology-for-digital-learning/)

Foundations of Learning Design (http://www-public.courseleaf.com/graduate/education/professional-development/foundations-of-learning-design/)

Leadership in Instructional Design and Learning Technology (http://www-public.courseleaf.com/graduate/education/professional-development/leadership-in-instructional-design-and-learning-technology/)

Producing Effective Learning Experiences (http://www-public.courseleaf.com/graduate/education/professional-development/producing-effective-learning-experiences/)

Reading Teacher License (316) (http://www-public.courseleaf.com/graduate/education/professional-development/reading-teacher-license/)

School Counseling (http://www-public.courseleaf.com/graduate/education/counseling-degree/school-counseling/)

Teaching in Alternative Education Settings (TAES) (http://www-public.courseleaf.com/graduate/education/professional-development/teaching-alternative-education-settings/)

Transition Specialist (http://www-public.courseleaf.com/graduate/education/special-education/transition-specialist/)

CI Bs Marketing Ed Courses
CIBME 600 INTRODUCTION TO BUSINESS EDUCATION 3 Units
This course introduces the varied content related to business education with an emphasis on the profession’s structure, standards, and issues. Teacher Preparation Assessment in the content area examines the correlation with planning, instructing, and assessing student learning.
CIBME 601 TEACHING PERSONAL FINANCE  3 Units
Students enrolled in this course will be prepared to teach personal finance. The course will cover personal finance/consumer education content and teaching methodology, including an analysis of published standards and the development of a financial literacy curriculum that could be used in teaching the subject at the secondary level.

CIBME 647 INFORMATION SYSTEMS FOR BUSINESS TEACHERS  3 Units
A study of the concepts, procedures, and hardware used in business with an emphasis on email, internet, and multimedia. Distance learning technology will be examined as one means of integrating information systems throughout the business education curriculum. PREREQ: BUSINESS EDUCATION, BUSINESS MARKETING EDUCATION COMPREHENSIVE MAJORS MSBE STUDENTS

CIBME 660 PRINCIPLES OF CAREER & TECHNICAL EDUCATION  3 Units
This course examines the history and development of career and technical education both in the United States and Wisconsin. The administrative structure of career and technical education at the local, state, and national levels is outlined. Career and technical education program areas are discussed with emphasis given to issues, trends, and problems in career and technical education.

CIBME 750 METHODS OF TEACHING  3 Units
This course examines the methods of teaching learners using research-based strategies. Students will be introduced to theory-based principles and techniques of teaching various learners including middle, high school, and post-secondary levels. Emphasis is placed on lesson planning, classroom instruction, and proficiency assessment.

CIBME 760 FOUNDATIONS OF LEARNER-CENTERED CTE INSTRUCTION  3 Units
This course focuses on evidence-based pedagogy (some unique to career & technical education) and allows future teachers to develop knowledge of culture and backgrounds of students in order to establish a positive career & technical education classroom capable of supporting all students to succeed academically, grow socially, and be college & career ready.

CIBME 762 CURRICULUM ISSUES AND DESIGN FOR BUSINESS EDUCATION  3 Units
This course examines the methods of teaching learners using research-based strategies. Students will be introduced to theory-based principles and techniques of teaching various learners including middle, high school, and post-secondary levels. Emphasis is placed on lesson planning, classroom instruction, and proficiency assessment.

Curriculum Instruction Field Courses
CIFLD 793 PRACTICUM Repeatable 1-8 Units
Professional laboratory experience is provided under the guidance of carefully selected qualified cooperating teachers in elementary, middle, and secondary school classrooms. Repeatable for a maximum of 8 credits for majors.

Curriculum Instruction Gen Courses
CIGENRL 510 SURVEY OF EDUCATIONAL LINGUISTICS  3 Units
In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities. CROSS-LISTED: CIGENRL 310, CIGENRL 510, ESL 310, ESL 510
PREREQ: ENGLISH 101 AND ENGLISH 102 OR CONSENT OF THE INSTRUCTOR

CIGENRL 520 SECOND LANGUAGE ACQUISITION  3 Units
In Second Language Acquisition, students will develop a working knowledge of contemporary issues and theories in learning additional languages with special attention to the oral and written communication of bilingual learners of English. Linguistic principles studied are also pertinent for those teaching World languages. PREREQ: CIGENRL 510/ESL 510

CIGENRL 530 PEDAGOGICAL GRAMMAR FOR ENGLISH LEARNERS  3 Units
Pedagogical Grammar for English Learners is a component of the licensure minor in Teaching ESL/Bilingual-Bicultural Education. This course prepares teachers to instruct non-native learners in English grammar. Students examine selected grammatical topics to better comprehend the structure of English and to develop a repertoire of techniques for teaching them. PREREQ: CIGENRL 510/ESL 510

CIGENRL 550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION  3 Units
History, philosophy and rationale for ESL and bilingual/bicultural education. A study of the social, cultural, and psychological issues affecting learners for whom English is an additional language and who are considered “minorities” in the U.S. A focus on multicultural education as related to the teaching and learning of language minority students. CROSS-LISTED: CIGENRL 350, CIGENRL 550, ESL 350, ESL 550 PREREQ: ENGLISH 101 AND ENGLISH 102 OR ENGLISH 161 AND ENGLISH 162 OR ENGLISH 105

CIGENRL 603 ESL METHODS AND CURRICULUM  3 Units
ESL Methods and Curriculum will provide students with the background to develop curricula and to design materials that integrate content and language learning using a learner-centered approach. PREREQ: CIGENRL 550: INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION OR CONSENT OF INSTRUCTOR

CIGENRL 605 ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM  3 Units
This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms. CROSS-LISTED: ESL 405, CIGENRL 405, CIGENRL 605 PREREQ: CIGENRL 603/ESL 603

CIGENRL 655 TEACHING CONTENT IN THE BILINGUAL CLASSROOM  3 Units
This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner’s language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction. PREREQ: CIGENRL 603/ESL 603 CROSS-LISTED: ESL 455 AND CIGENRL 655
CIGENRL 661 ORGANIZATION, ADMINISTRATION, AND COORDINATION OF WBL PROGRAMS 3 Units
Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction's course requirement for vocational certification.
PREREQ: CIGENRL 660 OR EQUIVALENT

CIGENRL 679 DRAMA IN EDUCATION 3 Units
This course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning can become more engaging and more critical.

CIGENRL 689 EMPLOYMENT STRATEGIES 1 Unit
Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

CIGENRL 690 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CIGENRL 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.

CIGENRL 694 SEMINAR Repeatable 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 696 SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units
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: EDFOUND 780

CIGENRL 710 CURRENT TOPICS IN CURRICULUM AND INSTRUCTION Repeatable 3 Units
An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

CIGENRL 715 APPLIED THEORY TO PRACTICE FOR CURRICULUM AND INSTRUCTION Repeatable 1-3 Units
This course connects the theoretical and empirical bases with practical applications for a current topic important to PreK-12 school districts. An application project will be included. Topics will vary from semester to semester and may include, for example, Using Assessment to Drive Instruction or Literacy Development and Instruction for the General Classroom Teacher. Repeatable for credit

CIGENRL 723 ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units
As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.
CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

CIGENRL 725 CURRICULUM DEVELOPMENT AND INTEGRATION 3 Units
This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

CIGENRL 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units
Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.
CROSS-LISTED: CIGENRL 728 AND EDFOUND 728

CIGENRL 734 SCHOOL AND COMMUNITY RELATIONS 3 Units
School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school/community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.
CROSS-LISTED: CIGENRL 734 AND EDFOUND 734

CIGENRL 765 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE 3 Units
Study of guidance and career selection procedures appropriate for use with students in grades K-14; includes occupational information, career exploration techniques, and employment opportunities for the new employee and those retraining.

CIGENRL 769 SUPERVISION OF INSTRUCTION 3 Units
Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.
CROSS-LISTED: CIGENRL 769 AND EDFOUND 769
Cigenrl 770 Supervision of Student Teachers 2-3 Units
Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

Cigenrl 776 The School Principalship 3 Units
Study of the application of theories to the administrative behavior problems of leadership in schools. The course content will present research concerning the operation and management of schools. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or principal. Cross-listed: Cigenrl 776 and Edadmin 776

Cigenrl 790 Workshop Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Unreq: Cigenrl 790 and Cigenrl 798

Cigenrl 791 Post-Secondary Education Internship Repeatable 1 Units
This course is designed to provide hands-on teaching experience in a post-secondary education environment. The experience will provide the student with an opportunity to gain experience and apply knowledge and skills learned in the classroom. Prereq: Edfound 625 and Either Cigenrl 750 or Cibme 762

Cigenrl 794 Seminar 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

Cigenrl 796 Special Studies Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled catalog offerings. Unreq: Cigenrl 790 and Cigenrl 798

Cigenrl 798 Individual Studies Repeatable 1-3 Units
Variable Topics
Unreq: Cigenrl 790 and Cigenrl 798

Cigenrl 799 Thesis Research Repeatable 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Coaching Courses

Coaching 660 Organization and Administration of Interscholastic Athletics 2 Units
This course is designed for those individuals who wish to become athletic coaches or administrators. The place of athletics education and the organization and administration of an athletic program will be covered. A research paper dealing with an appropriate topic will be required.

Coaching 661 Prevention and Care of Athletic Injuries 2 Units
Principles governing the prevention and treatment of common athletic injuries. A research paper dealing with a mutually agreed upon topic will be required.

Coaching 663 Children and Sports 3 Units
Explores the historical perspective and the present controversy surrounding children in competitive sports. Future directions of competitive sport for children will be a major focus.

Coaching 680 Legal Aspects of Sport and Recreation Activities 3 Units
This course will examine the complexities of sport and recreation litigation, primarily focused on educational institutions. Students will use this knowledge to aid their professional growth in the fields of sport and recreation activity. Topics such as risk management, contracts, liability, and policy development will provide a better understanding of the law with respect to challenges encountered by sport and recreation professionals. Cross-listed: Coaching 480 and Recreatn 480

Coaching 690 Workshop in Intercollegiate or Interscholastic Athletics Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

Coaching 696 Special Studies Repeatable 1-4 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled catalog offerings.

Coaching 702 Organization and Administration of Sport and Recreation 3 Units
Students will develop and apply organizational and leadership theories to specific career interests in sport and recreation. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations. Cross-listed: Healead/recreatn/coaching 702

Coaching 705 Principles of Psychology Applied to Coaching 3 Units
The course will include an in-depth examination of the psychological factors that impact individuals and their performance in the athletic setting. Theoretical and applied parameters will be extensively studied from a coaching perspective. The coach will develop intervention strategies, techniques and skills to enhance their psychological effectiveness in the athletic domain.

Coaching 706 Sport and Society 3 Units
This course provides students with an in-depth study of the social dimension of sport in a modern industrialized society. The course will allow students to engage in an in-depth study of social factors that impact sport from both a theoretical and applied perspective. Prereq: Three Units in Sociolgy as an Undergraduate or Consent of Instructor

Coaching 710 Current Trends and Issues Athletics 3 Units
This course will examine the current trends and issues in athletics. The concepts will be explored from a theoretical and applied perspective.

Coaching 779 Career and Professional Development Strategies 3 Units
Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-listed: Healead/peprof/healthed/recreatn/coaching 779
Communicative Disorders Courses

COMDIS 540 MANUAL COMMUNICATION 1 Units
This course is designed to provide the student with basic knowledge of manual communication systems and techniques, including finger spelling and basic signs.

COMDIS 555 LANGUAGE DEVELOPMENT & DISORDERS IN CHILDREN 3 Units
This course provides an overview of oral language development and its relationship to the development of social skills, literacy and learning. Language characteristics of children with exceptional educational needs are described and strategies for improving their communication skills are discussed. 
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

COMDIS 571 INTRODUCTION TO CLINICAL PRACTICUM IN COMMUNICATIVE DISORDERS 3 Units
This course provides an introduction to the tasks and related competencies associated with clinical practice in speech-language pathology. Students will develop an understanding of treatment principles and clinical practice procedures, and gain an understanding of the responsibilities and professional issues associated with the practice of speech-language pathology across the lifespan. Students will obtain 25 guided observation hours.
PREREQ: CONSENT OF INSTRUCTOR

COMDIS 580 SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN 4 Units
In this course students will learn about the process and sequence of speech and language development in children from birth to school-age. Theories of language acquisition and the role of cognition, culture, context, and caregivers are discussed. Students will participate in a community-based learning experience working with linguistically and culturally diverse preschool children.
PREREQ: EDFOUND 222, EDFOUND 230, PSYCH 331 OR CONSENT OF INSTRUCTOR

COMDIS 585 FLUENCY DISORDERS 2 Units
This course provides specialized knowledge in normal and disordered speech fluency with a primary focus on the physiological bases of fluency disorders and principles for managing fluency disorders. Theoretical principles underlying the prevention, assessment and treatment of fluency across the lifespan are emphasized.

COMDIS 624 COMMUNICATION DISORDERS ACROSS THE LIFE SPAN 3 Units
This course provides basic understanding of various communication disorders due to structural damage, including voice disorders, disfluency, cleft palate speech disorders and swallowing dysfunction. The primary focus will be symptom description, evaluation and treatment techniques of these disorders in both the pediatric and adult population.
PREREQ: COMDIS 278 AND COMDIS 240

COMDIS 626 NEURAL BASES OF SPEECH AND LANGUAGE 3 Units
This course provides a basic understanding of the neuroanatomic and neurophysiologic mechanisms underlying speech and language. The primary focus of study is on normal processes and neuropathologies and how they influence cognition, communication and swallowing.
PREREQ: COMDIS 278 OR CONSENT OF INSTRUCTOR

COMDIS 660 PRACTICUM IN COMMUNICATIVE DISORDERS Repeatable 3 Units
This course offers supervised practicum experiences: observation of communicative disorders, clinical work on-campus and/or off-campus, and supervision of practitioners or students. Client availability, student level of academic and clinical training, and supervisory expertise will influence student enrollment and section assignment. This course is repeatable for as many times as needed. Graduate students must enroll every semester.

COMDIS 661 DEVELOPMENTAL DISORDERS PRACTICUM 3 Units
This course offers supervised on-campus practicum experiences with a specific focus on developmental speech & language disorders across the lifespan. Client availability, student level of academic(clinical training and clock hour/competency needs, and supervisory expertise will influence clinical assignments.

COMDIS 662 ACQUIRED DISORDERS PRACTICUM 3 Units
This course offers supervised on-campus practicum experiences with a specific focus on acquired cognitive/linguistic disorders across the lifespan. Client availability, student level of academic and clinical training, supervisory expertise, and hours/competency needs will influence clinical assignments.

COMDIS 672 ASSESSMENT IN COMMUNICATIVE DISORDERS 3 Units
This course introduces the theoretical and practical aspects of the assessment process in communicative disorders. The development and selection of procedures for assessing communicative disorders are reviewed and issues and methods involved in clinical decision-making are discussed using case studies and applied activities.
COMDIS 675  COGNITION AND SOCIAL LANGUAGE  3 Units
This course focuses on cognition and social language. Students will be provided with evidence-based information on effective assessment and intervention for a variety of disorders across the lifespan. Students will be asked to think critically about how these disorders translate to functional activities of daily living and how to best support individuals to promote generalization of cognitive/linguistic skills.

COMDIS 677  DISORDERS OF SPEECH PRODUCTION  3 Units
A study of the development of normal articulation and phonology and of the etiologies, diagnosis, and treatment of articulation and phonological disorders, and developmental apraxia of speech.

COMDIS 681  SPEECH AND LANGUAGE DISORDERS IN CHILDREN  3 Units
This course introduces theoretical and clinical issues in child language disorders. Principles and methods relating to the assessment and management of developmental language disorders are discussed. The development of both content knowledge and applied skills are emphasized.
PREREQ: COMDIS 380/COMDIS 580 OR CONSENT OF INSTRUCTOR

COMDIS 682  AUDIOMETRY  3 Units
This course is designed to provide information regarding the disorders of hearing and how different auditory evaluation procedures of the auditory system aid in the identification of specific types of hearing disorders. Training in performing different audiological testing procedures is provided as well as the interpretation of auditory test results.
PREREQ: COMDIS 240 OR CONSENT OF INSTRUCTOR

COMDIS 683  AUGMENTATIVE AND ALTERNATIVE COMMUNICATION  1 Units
This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems.

COMDIS 684  AURAL REHABILITATION  1 Units
This course reviews current approaches to aural rehabilitation services provided to support individuals with hearing challenges. It includes the effects of hearing challenges on perception, social interaction, and speech and language. The course will review aural rehabilitation methods of prevention, screening, and intervention.

COMDIS 688  SCHOOL PLACEMENT SEMINAR  2 Units
This seminar course is offered in conjunction with the off-campus school placement practicum. Students will think critically and apply evidence-based practices by engaging in analyses of research/case studies, reflecting on clinical practices, responding to diversity and ethics scenarios, and responding orally and in writing. This course addresses some of the Department of Public Instruction requirements for licensure.

COMDIS 690  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMDIS 696  SPECIAL STUDIES  Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COMDIS 701  INTRODUCTION TO GRADUATE STUDIES IN CSD  3 Units
This course is designed to provide an introduction to graduate studies in communication sciences and disorders and professional practice. Students will be introduced to ASHA standards and competencies, processes/methods used in research, and application of research into evidence-based practices by engaging in critical analyses of research/cases studies, reflecting on clinical practices, and responding orally and in writing.
PREREQ: CONSENT OF INSTRUCTOR

COMDIS 710  PROFESSIONAL ISSUES SEMINAR  1 Units
This course familiarizes students with potential work environments for employment following the completion of the graduate program. Professional issues that are significant in various work environments will be addressed. This course is designed to help students develop a theoretical and practical approach to ethical service delivery across work environments and through inter-professional practice.

COMDIS 711  MOTOR SPEECH AND RESONANCE DISORDERS  3 Units
This course provides advanced study of basic anatomical and neurological substrates associated with motor speech production and resonance and how anatomical, embryological, and/or neurological disruptions can affect motor speech production and resonance. Training in the differential assessment and management of motor speech and resonance disorders across the lifespan, clinical experiences, and exposure to current research literature are included.

COMDIS 712  RESEARCH METHODS IN COMMUNICATIVE DISORDERS  3 Units
A course in the methods of research in communicative disorders including the need for scientific research, the nature of scientific research, methods underlying the research process, the planning of a research paper, and considerations in interpreting research results.

COMDIS 713  LANGUAGE LEARNING DISORDERS IN SCHOOL AGE CHILDREN  3 Units
Recent research literature in language/learning disorders in school-age children is reviewed and the application of research findings to clinical practice is discussed. Language assessment and intervention methods for this population are reviewed.
PREREQ: COMDIS 380 OR COMDIS 580

COMDIS 714  SUPERVISION IN COMMUNICATIVE DISORDERS  3 Units
This course provides an analysis of the basic concepts of supervision and competencies essential to effective supervisory performance in speech-language pathology across work settings and professional roles. Emphasis is placed on supervision as a process that involves observation, interpersonal communication, leadership, teaching, problem solving, decision making and ongoing improvement.

COMDIS 720  VOICE AND AIRWAY DISORDERS  3 Units
This course provides specialized knowledge in normal and disordered voice production and airway function with a primary focus on the physiological bases of dysphonia and dyspnea and how the larynx and airway influence voice and breathing. Theoretical principles underlying the prevention, assessment and treatment of phonation and breathing problems related to laryngeal and airway dysfunction across the lifespan are emphasized.
COMDIS 772  ACQUIRED LANGUAGE DISORDERS  3 Units
This course provides an advanced study of assessment and treatment of language impairments associated with damage to the brain. Students gain an understanding of the neural substrates for language, in-depth training for assessment, and the nature of intervention related to aphasia, right hemisphere dysfunction, and a variety of acquired and/or neurodegenerative conditions.

COREQ: COMDIS 782

COMDIS 730  SWALLOWING AND FEEDING DISORDERS  3 Units
This course includes an in-depth study of normal and disordered swallowing and feeding with a focus on the physiological bases of dysphagia and feeding problems. Current research is examined relevant to the prevention, diagnosis and management of swallowing and feeding disorders across the lifespan.

COMDIS 764  DEVELOPMENTAL LANGUAGE DISORDERS  3 Units
The class is designed to prepare students for clinical interactions with clients who have or may be at risk for developmental language disorders. This course integrates current theoretical and clinical issues concerning assessment and intervention. Assessment and intervention strategies for clients of different linguistic backgrounds and strategies for supporting them in inclusive environments are emphasized.

COMDIS 781  PEDIATRIC PLACEMENT PRACTICUM  3 Units
This course offers an off-site supervised practicum experience. Client availability, student level of academic and clinical training, and supervisory expertise will influence student enrollment and section assignment. This practicum experience has a specific emphasis on early intervention, private practice, or extended school year. Students will be off-site 3-4 days per week under the supervision of a licensed speech-language pathologist.

COMDIS 782  SCHOOL PLACEMENT PRACTICUM  3 Units
This course offers an off-site school placement practicum. Client availability, student level of academic and clinical training, supervisory expertise, and need for hours/competencies will influence clinical assignment. Students will be supervised by a licensed speech-language pathologist in an elementary, middle, and/or high school setting. Students must achieve 100 hours of supervised experience to fulfill requirements for Department of Public Instruction.

COMDIS 783  MEDICAL PLACEMENT PRACTICUM  3 Units
This course offers a supervised off-site clinical experience working with various populations with a variety of disorders. This practicum experience has a specific emphasis on medical speech-language pathology. Client availability, student level of academic and clinical training, supervisory expertise, and need for hours/competencies will influence clinical assignment.

COMDIS 790  WORKSHOP  1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMDIS 794  SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMDIS 796  SPECIAL STUDIES  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COMDIS 798  INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

COMDIS 799  THESIS RESEARCH  Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Counselor Education Courses

COUNSED 690  WORKSHOP  Repeatable  1-3 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COUNSED 691  TRAVEL STUDY  Repeatable  1-3 Units
Variable topics. Faculty-led courses abroad.

COUNSED 696  SPECIAL STUDIES  Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COUNSED 712  PROFESSIONAL FOUNDATIONS OF COUNSELING  3 Units
This foundational course provides a historical and philosophical overview of the field of counseling. History, current trends, professional issues, and numerous areas within the counseling field will be critically examined. Professional organizations, preparation standards, roles and credentials relevant to the practice of counseling in multiple settings will also be discussed.

PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 715  RESEARCH IN COUNSELOR EDUCATION  3 Units
The purpose of this course is to provide a practical graduate-level overview of research design in counseling and personnel services and to develop skills for designing, critiquing and disseminating research.

COUNSED 716  CRISIS INTERVENTION AND TRAUMA COUNSELING ACROSS SETTINGS  3 Units
This course will present counseling approaches that effectively address crises across counseling settings. Students will reflect on how people deal with crises, learn prevention measures, and develop skills in psychological first aid with specific intervention techniques. Examples of situations to be explored include suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism, school safety, and personal loss.

PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 718  PRINCIPLES OF COUNSELING  3 Units
Principles of the roles and functions of professional counselors are discussed and practiced in a laboratory setting, including relationship building, conducting interviews and the counseling process. Professional issues as they relate to ethics, legal considerations, scope of practice, mental health service delivery, multicultural concerns, and the value of professional organizations are explored. This course is designed to provide the student with opportunities to define and explore various roles/tasks of professional counselors, including case conceptualization, prevention, intervention, referral, and termination. By the end of the course, the student should develop a working knowledge of counseling skills, processes, and procedures to facilitate further study in subsequent practicum and internship classes.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR
COUNSED 719  APPRAISAL PROCEDURES IN COUNSELING  3 Units
This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society. It will examine basic concepts of standardized and non-standardized testing and other assessment methods for appraising individual differences and family dynamics. Students will examine statistical concepts relevant to assessment (scales of measurement, measures of central tendency, variability, and reliability and validity). Discussions and laboratory experiences will center on the use and interpretation of standardized and non-standardized measures of appraisal with individuals, groups and families and the social, cultural and ethical factors relevant to the assessment process.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 720  CAREER DEVELOPMENT AND INFORMATION SERVICES  3 Units
The course focuses on major theories of career development and decision making models. It addresses sources of career, educational, leisure, occupational and labor market information, career information systems, assessments, techniques pertinent for career planning, placement, and follow-up. Interrelationships between work, family and other life roles as well as multicultural issues in career development are examined. Students will have the opportunity to be involved with career development program planning, implementation, evaluation and theory application.
COREQ: COUNSED 718

COUNSED 721  GROUPS: THEORY AND PRACTICE  3 Units
This course provides theoretical and experiential understandings of group work, including principles of group dynamics, theories of group counseling and group leadership and facilitation styles. Group counseling methods are experienced directly in the learning process. Multiple group approaches, necessary to work effectively in a multicultural society, are explored.
PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 722  THEORIES OF COUNSELING  3 Units
This course examines prominent counseling theories that provide models for conceptualizing client issues and identifying appropriate intervention strategies. System theories and major models of family and related interventions will be highlighted. Attention will be given to multicultural and ethical issues in counseling. Students will be exposed to current professional research and practices in the field to enable the initial development of their personal theories of counseling.
COREQ: COUNSED 718

COUNSED 728  MENTAL HEALTH DIAGNOSIS IN COUNSELING  3 Units
Students will enhance their development of diagnostic skills by examining the diagnostic criteria of the Diagnostic and Statistical Manual and its application in counseling. Students will examine the benefits and concerns of diagnosis, develop an understanding of the interplay between biology and environment in the development of psychopathology, and gain basic knowledge regarding treatment planning and treatment modalities.
COREQ: COUNSED 718

COUNSED 731  INTRODUCTION TO MARRIAGE, COUPLES, AND FAMILY COUNSELING  3 Units
This course provides an introduction to the theories and practices of systems therapy. The content covers three essential areas of study. (a) theoretical concepts and models of systems theory and marriage, couples, and family therapy, along with related research and professional issues; (b) practical information, techniques, and procedures; and (c) issues concerning today’s couples and families.
COREQ: COUNSED 718

COUNSED 732  ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING  3 Units
An advanced course in counseling that focuses on various issues related to marriage, couples, and family counseling: working with couples/partnerships, divorce counseling, therapy with children within a family context, remarriage and blended family systems, sexuality, and multi-problematic families. Emphasis will be placed on advanced assessment and procedures of intervention.
PREREQ: COUNSED 731

COUNSED 734  FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS  3 Units
This is a professional course in counseling designed for individuals seeking advanced training in assessment and treatment of abusive family systems. This course will elaborate on child abuse, neglect, and physical and sexual abuse and its impact on the individual and the family. The course will examine family dynamics which contribute to the development of an abusive system and those that provide protection against abuse and/or enhance the effective processing of trauma.
PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 736  COUNSELING ACROSS THE LIFESPAN  3 Units
Course provides understanding of nature and needs of persons at all developmental levels and in multicultural contexts. Theories of individual and family development, as well as theories of learning and personality development and models of resilience, are included. Connections are made between developmental issues and counseling interventions that facilitate development and wellness over the lifespan. Attention is given to therapeutic interventions with normal and abnormal behaviors across the lifespan.
COREQ: COUNSED 718

COUNSED 738  SCHOOLS AND THE ROLE OF THE SCHOOL COUNSELOR  3 Units
This course focuses on the design, implementation, and evaluation of comprehensive counseling programs that lead to positive learning environments and student success. A systemic lens will be used to view the varying influences impacting student life and learning in PK-12 schools, including topics such as school climate, special education, learning theory, and classroom / behavior management.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 739  TRAUMA TREATMENT  3 Units
This course examines the impact of trauma on development and behavior. The primary focus of the course is the examination of various approaches to effectively address the impact of trauma. The stages of trauma treatment will be examined and various approaches to effectively address trauma will be explored.
PREREQ: COUNSED 716 AND COUNSED 734
COUNSED 741 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING 3 Units
This course is designed to provide students with foundational knowledge and competency base for effective counseling with diverse populations. It will examine multicultural and pluralistic trends, including characteristics and concerns among diverse groups nationally and internationally. Theories of multicultural counseling, identity development, worldviews, acculturation issues, conflict resolution, social justice, advocacy and multicultural competencies will be discussed. Individual, couple, family, group and community strategies for working with and advocating for diverse populations will be examined. Counselors' roles in eliminating biases, prejudices, oppression and discrimination will be highlighted. Students will be involved in experiential learning activities aimed at fostering an understanding of themselves and culturally diverse individuals.
COREQ: COUNSED 718

COUNSED 743 SCHOOL COUNSELING: CONSULTATION, COLLABORATION, AND INTERVENTION 3 Units
The course focuses on the role of the culturally competent school counselor in creating collaborative consultation relationships with staff and families to impact student development. Students will develop data driven interventions across multi-tiered systems of support that impact student achievement and well-being.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 745 CURRENT ISSUES IN SCHOOL COUNSELING: SUPPORT FOR STUDENT SUCCESS 3 Units
Specific issues that impact PK-12 school students are investigated, including those related to mental health, addictions, trauma, and psychopharmacology. Counseling strategies and interventions to enhance student development are discussed.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 746 COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS 3 Units
This course is a study of alcohol and other drug abuse, the process of chemical dependency, its impact on the family and its importance in the area of counseling. This course will enable the counselor to identify and assess the substance abuser and examine the counselor's role in the prevention and intervention process. Students will develop knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. It will examine the history, philosophy and trends in addiction counseling. The student will learn to identify the various symptoms of progressive stages of chemical dependency and counseling modalities for treatment.
COREQ: COUNSED 718 AND COUNSED 722; PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 747 COUNSELING CHILDREN AND ADOLESCENTS 3 Units
This course will provide an overview of developmentally appropriate approaches to counseling children and adolescents in school and mental health settings. Various theoretical approaches and interventions will be explored. Issues specific to children and adolescents, including legal and ethical issues, working within the family context, and multicultural and diversity aspects will be addressed.
PREREQ: ADMISSION TO COUNSELOR EDUCATION PROGRAM OR CERTIFICATE PROGRAM; COUNSED 718, COUNSED 722 AND COUNSED 736

COUNSED 749 CHEMICAL DEPENDENCY: EVIDENCE-BASED AND INTEGRATED TREATMENT 3 Units
This course is for the student who wishes to develop and refine skills in the area of addictions counseling. The course will examine the roles, functions, and settings of addiction counselors. Students will develop knowledge and skills related to evidence-based approaches to address addictions and integrated mental health, trauma and addictions treatment.
PREREQ: COUNSED 746 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 751 PROFESSIONAL PRACTICES: ETHICS AND CONSULTATION 3 Units
This course is designed to review ethical principles across counseling disciplines and to apply these principles in the practice of counseling, collaboration and consultation. Ethical codes will be reviewed, theories and paradigms of ethical decision making models explored, and legal implications of ethical practice considered. Consultation theories, models, processes, and issues will be examined and applied. Consultation skill development will focus on benefiting both the client (consultee) and client system, in which the client, persons in the client's support system/context, various professionals within the educational or counseling setting, professionals in the mental health community, and other community members are empowered to facilitate change.
COREQ: COUNSED 718

COUNSED 753 TREATMENT OF MENTAL HEALTH DISORDERS 3 Units
Students will utilize the intake interview, mental status exam, and gathering of biopsychosocial and mental health histories to aide in the diagnostic process and development of treatment plans. Students will explore specific evidence-based interventions/techniques used with clients to address mental health concerns. Students will understand the basics pertaining to psychotropic drugs used in the treatment of mental health disorders.
PREREQ: COUNSED 728 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 754 ADDICTION CONCERNS WHEN WORKING WITH CHILDREN, ADOLESCENTS & ADULTS 1 Units
This is an online course focusing on addiction for counselors when working with children, adolescents, and adults in school systems and colleges/universities. Course modules will cover specific topics related to alcohol and other drug abuse; the process of chemical dependency; and the impact of addiction on children, adolescents and adults.
PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 755 UNDERSTANDING AND ADDRESSING CRISIS AND TRAUMA 1 Units
This course will present counseling approaches which effectively address crises in school settings. The course will examine the impact of trauma and crisis and potential neurobiological responses. The participant will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations relevant to schools.
PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 756 A SYSTEMS PRIMER FOR SCHOOL AND HIGHER EDUCATION COUNSELORS 1 Units
This course will introduce a systemic lens to view the varying influences impacting student life and learning. Students as systems thinkers will consider the impact of differing systems upon students of differing systems, develop skills to engage systems, and gain specific understanding of factors impacting a student’s world.
PREREQ: COUNSED 718
COUNSED 790 WORKSHOP  Repeatable  1-3 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 793 SUPERVISED PRACTICUM  Repeatable  3 Units
Practicum students provide individual, couple, family and group counseling services to students and other community members in the counseling lab. Students must complete supervised practicum experiences that total a minimum of 100 clock hours, including 40 hours of direct counseling service. Practicum students receive individual and/or triadic supervision and group supervision each week. This is a time to develop and refine counseling skills while providing a service to the community.
PREREQ: COUNSED 718, COUNSED 721, COUNSED 722, COUNSED 751, ADMISSION TO MS COUNSELING PROGRAM AND CONSENT OF THE DEPARTMENT

COUNSED 794 SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 795 COUNSELING INTERNSHIP  Repeatable  3-6 Units
The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in internship settings that are compatible with the individual student’s experiences, competencies, and career goals. Students work with clients under the supervision of a qualified staff member in the setting and the university counselor education staff.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM AND DEPARTMENT CONSENT

COUNSED 796 SPECIAL STUDIES  Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 797 POST-MASTERS COUNSELING INTERNSHIP  Repeatable  1.5-3 Units
Interns will complete supervised experience in their emphasis area (community agency, higher education setting, or school). The intern will engage in individual, group counseling, and family counseling, and consultation, as well as a variety of other activities that a regularly employed counselor in the setting would be expected to perform. Can repeat once.
PREREQ: MASTERS IN COUNSELING OR EQUIVALENT

COUNSED 798 INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 799 THESIS RESEARCH  Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.
PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

Early Childhood Courses

EARLYCHD 540 NUTRITION AND HEALTH: EARLY CHILDHOOD  3 Units
This course pertains to the needs of the young child of from infancy through the third grade, with emphasis on knowledge of nutrition, safety, and health in homes, community and school settings. It is a hybrid class, meeting on-line in-lieu of some regularly scheduled class periods.
PREREQ: RESTRICTED TO STUDENTS WITH A DECLARED MAJOR IN EARLY CHILDHOOD EDUCATION

EARLYCHD 711 EARLY CHILDHOOD EDUCATION: FROM THEORY TO PRACTICE  3 Units
A study of the historical and theoretical foundations; current models and practices; and significant research regarding early childhood education.

EARLYCHD 713 TRENDS IN CURRICULUM FOR THE PRE-SCHOOL/PRIMARY CHILD  3 Units
This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.

EARLYCHD 714 CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION  3 Units
Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.

Educational Administration Courses

EDADMIN 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION  3 Units
Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.
CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

EDADMIN 734 SCHOOL AND COMMUNITY RELATIONS  3 Units
This course is designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.
CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

EDADMIN 769 SUPERVISION OF INSTRUCTION  3 Units
Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.
CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

EDADMIN 776 THE SCHOOL PRINCIPALSHIP  3 Units
Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of an elementary school. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or elementary principal.
CROSS-LISTED: CIGENRL 776 AND EDADMIN 776
EDADMIN 793  EDUCATIONAL ADMINISTRATION PRACTICUM  Repeatable  1-6 Units
Practicum

Ed Foundations Practicum Courses
EDFNDPRC 790  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques.

EDFNDPRC 793  SUPERVISED PRACTICUM IN LIBRARY MEDIA  Repeatable  1-6 Units

Educational Foundations Courses
EDFOUND 624  MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL  3 Units
This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 625  MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL  3 Units
This class is designed for special education, communicative disorders, and secondary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts and subject areas. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standard tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems specific to the secondary school setting.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 675  UNDERSTANDING AND DEALING WITH DISRUPTIVE CLASSROOM BEHAVIOR  3 Units
Designed to give students an opportunity to discuss the various theoretical approaches to handling disruptive behavior in the classroom and to apply these approaches to actual problem situations. Emphasis will also be placed on the prevention of behavior problems through the development of effective classroom procedures. Recommended for all Education majors.

EDFOUND 678  ADOLESCENT DEVELOPMENT  3 Units
Adolescent Development acquaints students with the major theories related to adolescent development and helps students interpret the theories in ways which are meaningful in understanding and working with adolescents. Focus is on the changes of adolescence with special attention given to the biological, cognitive, social and emotional systems.

EDFOUND 681  HUMAN ABILITIES AND LEARNING  3 Units
This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity.
PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT

EDFOUND 682  EDUCATIONAL STATISTICS  3 Units
This course is designed for students at the senior or graduate level who will find it necessary to be an educated consumer of statistical information. This is designed to be a first course on this topic. Major areas of study include gathering/organizing data, probability, inferential techniques (t-test, ANOVA, follow-up tests, correlation, and repression), nonparametric techniques (chi-square test), and single subject designs.

EDFOUND 686  CURRICULUM EVALUATION AND IMPROVEMENT I  3 Units
This course is designed to train school personnel in the selection of published assessments and the creation of classroom-level assessment methods appropriate for making instructional decisions at a individual and classroom level. Emphasis will be placed on understanding core content area standards, formative assessment practices in content areas, developing valid pupil grading procedures, and ethical assessment methods, all with a focus on informing instruction.
PREREQ: EDFOUND 424/EDFOUND 624 OR EDFOUND 425/EDFOUND 625 OR SPECED 462/SPECED 662

EDFOUND 690  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques.

EDFOUND 691  TRAVEL STUDY  1-4 Units
Variable topics. Faculty-led courses abroad.

EDFOUND 696  SPECIAL STUDIES  Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 701  INTRODUCTION TO INSTRUCTIONAL DESIGN AND LEARNING TECHNOLOGIES  3 Units
This course is an introduction to the theory and practice of instructional design. It includes an intensive study of the instructional design process and application of the process to solve instructional problems.

EDFOUND 702  DESIGNING FOR DIGITAL LEARNING: THEORIES AND MODELS  3 Units
This course provides a review of foundational instructional design principles and focuses on the design process. Topics in this course include planning for instruction (understanding the learner, instructional needs and the context of learning), foundational learning theories and models of instruction, and an exploration of the process for determining learning objectives and assessing instructional outcomes.
PREREQ: EDFOUND 701, OR CONSENT OF INSTRUCTOR, OR CONSENT OF DEPARTMENT.

EDFOUND 703  DESIGNING DIGITAL LEARNING IN THE FIELD  3 Units
The purpose of this course is to apply knowledge of theories and models of instructional design to analyze the systematic design and development of learning systems and to apply the process in solving instructional problems. In this three-credit course students will work with a mentor and subject-matter expert to design a digital learning experience.
PREREQ: EDFOUND 702, OR CONSENT OF INSTRUCTOR, OR CONSENT OF DEPARTMENT.

EDFOUND 710  EDUCATION IN A PLURALISTIC SOCIETY  3 Units
An examination of the sociohistorical, political, and philosophic forces which influence the institution of schooling in the United States. Particular attention will be focused in the role of the school and the teacher specific to a pluralistic society.
EDFOUND 711 CURRENT TRENDS IN LEARNING AND EMERGING TECHNOLOGIES 3 Units
Much like within organizations themselves, learning technology trends, challenges, and developments are constantly emerging and evolving. This three-credit course will equip current and/or future learning technology professionals with the tools they need to understand the evolution of learning and associated technologies and make connections to current practice.

EDFOUND 712 RESEARCH METHODS TO SUPPORT LEARNING TECHNOLOGY EXPLORATION 3 Units
In an ever-changing field, learning technology professionals must be equipped to understand the needs of their organization and act accordingly by proposing solutions, evaluating them effectively, and making data-driven recommendations for continuous improvement. This three-credit course will focus on applying foundational and current research in the learning technology field to explore needs.

EDFOUND 713 WORKING WITH AND EVALUATING EMERGING LEARNING TECHNOLOGIES 3 Units
This course will provide students with requisite knowledge and skills necessary to evaluate and integrate emerging learning technologies into online or digital learning. Specific attention will be placed upon the integration of new and emerging technologies to support active learning, increased accessibility, and/or to promote enhanced learning.

EDFOUND 723 ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units
As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation. CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

EDFOUND 726 PLANNING EFFECTIVE LEARNING EXPERIENCES 3 Units
Producing effective learning experiences is no easy task. It takes a deep understanding of learner experience design principles, learner needs, universal design, and copyright along with strong collaboration and project management skills. This three-credit course will equip current and future learning technology professionals with the tools they need to produce effective learning experiences for their organizations.

EDFOUND 727 PRODUCING EFFECTIVE LEARNING EXPERIENCES 3-12 Units
Need experience creating content and assessments? Join us to learn how to use learning management, content authoring, and assessment tools. This three-credit course will equip current and future learning technology professionals with the tools they need to create learning experiences for their organizations. Students will get hands-on experience with emerging technologies that create engaging learning experiences.
PREREQ: EDFOUND 726, OR CONSENT OF INSTRUCTOR OR DEPARTMENT

EDFOUND 728 PRODUCING LEARNING EXPERIENCES IN THE FIELD 3 Units
In this three-credit course students will work with a mentor and subject-matter expert to create a real world learning experience.
PREREQ: EDFOUND 727, OR CONSENT OF INSTRUCTOR OR DEPARTMENT

EDFOUND 740 TECHNIQUES OF RESEARCH 3 Units
A basic course in the methods of research in education, including a study of the literature and techniques of research, the planning of a research paper, the basic types of research and design, a brief introduction to the statistics used in research; and the elements included in program evaluation.

EDFOUND 751 LEADING LEARNING TECHNOLOGY PROGRAMS & INITIATIVES 3 Units
Learn how to create learning technology programs and initiatives that meet organizational and audience needs. This course will cover designing workshops, programs, and initiatives around specific needs, as well as how to determine needed resources and ways to assess quality. Students will also have the opportunity to create a professional development plan that will prepare them for career advancement.

EDFOUND 752 LEARNING TECHNOLOGY UNIT LEADERSHIP 3 Units
Much like within organizations themselves, learning technology trends and innovations in learning are constantly emerging and evolving. This places unique challenges upon leadership affiliated with technology and innovation. This three-credit courses will equip current and/or future learning technology professionals with the knowledge and tools they need to effectively provide leadership for technology-related units.

EDFOUND 753 LEADING & NAVIGATING ORGANIZATIONAL TECHNOLOGY CHANGE 3 Units
As digital learning and tools become more mainstream, learning technology professionals are navigating and leading organizational change. This three-credit course will equip current and future learning technology professionals with the tools they need to be a successful change leader with their current/future organization.

EDFOUND 760 COMPARATIVE EDUCATION & SUPERVISED OVERSEAS FIELDWORK Repeatable 1-6 Units
This course is designed to provide experienced teachers and others with the opportunity to study comparative education in overseas schools or other educational agencies. This is an individualized program, including the opportunities to travel, meet, and work with professional educators in countries around the world. Repeatable for a maximum of 12 credits in major/degree. Repeatable in another country.
PREREQ: CONSENT OF INSTRUCTOR

EDFOUND 779 INSTRUCTIONAL DESIGN AND LEARNING TECHNOLOGY CAPSTONE SEMINAR 3 Units
The purpose of this course is to provide the master's student with the opportunity to connect what they have learned in their coursework to the outcomes of the program and the needs of the instructional design and learning technology profession.
PREREQ: COMPLETION OF 27 CREDIT TOWARD THE MS-INSTRUCTIONAL DESIGN AND LEARNING TECHNOLOGY DEGREE

EDFOUND 780 READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH 3 Units
The course provides practicing teachers with background in the processes of reading, analyzing, and evaluating research in the field of education. The emphasis is on development of skills in understanding how educational research is conducted, and in knowledge and skills needed to evaluate research writing in educational journals.
EDFOUND 781 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION Repeatable 1-3 Units
An overview of the history and current research on giftedness and talent. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education. Readings will emphasize multicultural issues at local, state, national and international levels.
PREREQ: GRADUATE STANDING

EDFOUND 782 PSYCHOLOGICAL ISSUES IN GIFTED EDUCATION 1-3 Units
This course addresses psychology and giftedness: cognitive and motivational characteristics and development of gifted children; social-emotional issues of gifted students and counseling research; and identification, diversity assessment, and evaluation related to gifted students and gifted programs. Readings include current research and practice in working with gifted students.
PREREQ: EDFOUND 781 OR EQUIVALENT EXPERIENCE; ELIGIBLE FOR GRADUATE COURSE ENROLLMENT

EDFOUND 783 CURRICULUM AND METHODS IN GIFTED EDUCATION Repeatable 1-3 Units
This course provides the teacher with tools to support the social-emotional and cognitive development of gifted and talented children in the classroom. Various models of curriculum and teaching are investigated, including the infusion of important thinking and problem-solving skills. Teachers will create effective, appropriately challenging curriculum units for advanced learners, based on cognitive and social-emotional preassessment.
PREREQ: EDFOUND 781 OR EQUIVALENT

EDFOUND 784 PRACTICUM IN TEACHING ADVANCED LEARNERS Repeatable 1-3 Units
Students will practice and demonstrate competencies related to teaching students with gifts and talents, including identification of student needs, delivery of effective data-based differentiated instruction, assessment and documentation of student growth, support of student social-emotional needs, and communication with students, colleagues, and parents. Supervision and evaluation by district and university is incorporated.
PREREQ: EDFOUND 781 OR EQUIVALENT, EDFOUND 782 OR EQUIVALENT, AND EDFOUND 783 OR EQUIVALENT

EDFOUND 785 COORDINATING GIFTED EDUCATION PROGRAMS AND SERVICES 3 Units
Students will understand, analyze, and apply the administrative, legal, educational, and advocacy issues involved in coordinating district-level gifted and talented educational programming. Students will develop a professional project in their own district as part of an embedded practicum while working with one or more experienced gifted program coordinators.
PREREQ: EDFOUND 781 AND EDFOUND 782 OR EQUIVALENT; EDUC 792 FROM UWSP

EDFOUND 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

EDFOUND 793 PRACTICUM Repeatable 1-6 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 796 SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

EDFOUND 799 THESIS RESEARCH Repeatable 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Education Interdepartmental Courses

EDUINDP 533 AUTHENTIC ASSESSMENT OF YOUNG CHILDREN 3 Units
This class is designed to assist candidates in acquiring skills related to informal assessment. These skills include the ability to use a variety of observation strategies, apply functional assessment strategies, use play-based and other criterion-referenced instruments, and develop and implement program evaluation strategies. Students will acquire the ability to link assessment results with IEP/IFSP processes.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 642 PLANNING FOR INDIVIDUAL NEEDS 3 Units
This class provides students with the skills to develop and adapt curriculum and instructional strategies to meet the educational needs of young children who require specialized instruction. The emphasis is on the provision of that instruction in the natural environment of the children.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 690 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

EDUINDP 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad. Repeatable

EDUINDP 696 SPECIAL STUDIES Repeatable 0.5-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDUINDP 724 PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE 2 Units
The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.
PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 726

EDUINDP 726 CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE 1 Unit
The purpose of this course is to advise and provide feedback to students developing their Capstone proposals and the first three chapters of their Capstone projects.
PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 724
EDUINDP 727 CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS  1 Units

The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project. PREREQ: EDFOUND 723/CIGENRL 723, EDFOUND 780, EDUINDP 724, EDUINDP 726

EDUINDP 789 CAPSTONE SEMINAR  3 Units

The purpose of this seminar is to provide the master’s student with support as the student grounds, synthesizes, refines, assesses and communicates connections between the graduate study outcomes and the student’s professional life as an educator. A passing score on the final capstone portfolio is required.

EDUINDP 790 WORKSHOP  Repeatable  0.5-6 Units

Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

EDUINDP 798 INDEPENDENT STUDY  Repeatable  3 Units

Variable topics.

Elementary/Middle Courses

ELEM MID 562 CHILDREN’S LITERATURE  3 Units

A study of literature for older children including fiction and nonfiction. Multimedia as related to literature, selection and usage are also explored.

Health Education Courses

HEALTHED 540 SECONDARY HEALTH EDUCATION  3 Units

An introduction to various health belief models and philosophies with particular emphasis on health education content at the secondary level.

HEALTHED 541 YOGA/STRESS REDUCTION  2 Units

A course designed to help students and professionals learn to effectively handle stress through specific Yoga training and mind/body connections.

HEALTHED 544 PREK-12 SEXUALITY EDUCATION  3 Units

This course will explore current practices associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms as well as address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of future teachers.

HEALTHED 550 CURRENT TOPICS IN HEALTH AND WELLNESS  3 Units

The course examines, interprets, and evaluates wellness as it relates to current topics in health, disease prevention, health promotion, and health education. Topics included are cardiovascular health, alcohol and other drugs, nutrition concepts, health hazards, tobacco, and topics related to public health such as physical activity and behavior changes.

HEALTHED 562 STRESS MANAGEMENT  3 Units

The course explains what stress is, its various causes and its effects. It helps develop a personal “Stress Profile” which enables the participants to pinpoint the specific sources and manifestations of stress and tension. The course shows how to combine biofeedback, relaxation techniques, exercise, diet, and other skills into an individualized “Stress Management System” that will help individuals feel healthier and cope better with daily pressure.

HEALTHED 582 ELEMENTARY HEALTH EDUCATION  2 Units

Teaching and learning experiences in selected content areas of health education. Designed for the elementary teacher.

HEALTHED 591 NUTRITION FOR HEALTH  3 Units

The course helps students plan, evaluate, and analyze dietary intake based on sound nutritional guidelines, principles, and knowledge for the purpose of health enhancement, improved mental and physical performance, and decreasing risk of disease.

HEALTHED 640 ADVANCED STRESS MANAGEMENT  3 Units

The class emphasis is on 1) facilitating stress management in others, 2) coping with “deep” stress such as trauma and low self-esteem, and 3) alternative avenues for coping such as Tai Chi, yoga, art therapy, and meditation. This course is appropriate for anyone in the helping professions. PREREQ: HEALTHED 362/HEALTHED 562 OR SOCWORK 303 OR CONSENT OF INSTRUCTOR

HEALTHED 645 TEACHING HEALTH EDUCATION  3 Units

A study of philosophy, trends and teaching-learning strategies. Emphasis will be placed on developing and utilizing models and strategies in health education.

HEALTHED 665 HEALTH PROMOTION STRATEGIES  3 Units

This course will focus on: 1) the development, implementation and evaluation of worksite health promotion programs, and 2) examination of the relationship of these programs to the organization as a whole and to the benefits for both the employee and employer.

HEALTHED 670 FACILITATING HEALTH BEHAVIOR  3 Units

This course is designed as a capstone experience for non-teaching health minor students who have had at least 12 credits of work in the health minor. This course offers opportunities to gain the skills necessary for helping others with health behavior changes, while creating healthier environments in the home, workplace and community. PREREQ: HEALTHED 360/HEALTHED 560 AND CONSENT OF INSTRUCTOR

HEALTHED 671 RESEARCH IN HEALTH AND PHYSICAL ACTIVITY  3 Units

The content of this course is from a psychophysiological perspective. Emphasis will be placed on research involving the effects of physical activity on psychological states and traits as well as how affect influences performance. Topic will include research design, motivation and adherence, attention, arousal, overtraining, behavior change, personality dynamics, and mental health. PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR

HEALTHED 680 HEALTH PROMOTION MANAGEMENT  3 Units

Theoretical considerations and practical applications of management, operations and programs for health promotion organizations. Begins with the planning, design, financing and construction of health promotion facilities. Includes the hiring and organization of staff members, the development and marketing of special programs and the administration and finance of health promotion organizations.

HEALTHED 690 WORKSHOP IN HEALTH  Repeatable  1-6 Units

Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

HEALTHED 696 SPECIAL STUDIES  Repeatable  1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.
HEALTHED 745  EXERCISE AND HEALTH  3 Units
A course designed to introduce how exercise relates to an individual’s health, specifically cardiovascular endurance, relaxation and nutrition. It will include background information regarding holistic health, exercise prescription, nutrition and relaxation. Application of this background information will also be a part of the course through evaluation of present levels and participation in individually designed programs.

HEALTHED 779  CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES  3 Units
Students will apply career and professional development theories to practice in order to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HEALTHED 781  CAPSTONE PORTFOLIO AND CAREER APPLICATION  3 Units
Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HEALTHED 790  WORKSHOP  1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

HEALTHED 793  PRACTICUM  Repeatable  1-12 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HEALTHED 796  SPECIAL STUDIES  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 798  INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

HEALTHED 799  THESIS RESEARCH  Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Higher Education Leadership Courses

HELEAD 700  INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS  3 Units
This course provides students with a brief history of higher education as an industry quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.
PREREQ: GRADUATE STANDING

HELEAD 702  ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION  3 Units
This course examines the organizational structures of intercollegiate athletics, professional and non-profit sport/recreation organizations. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations.
CROSS-LISTED: HEALEAD/RECREATN/COACHING 702

HELEAD 710  COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT AND APPLICATION  3 Units
This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.
PREREQ: GRADUATE STANDING

HELEAD 715  ASSESSMENT IN STUDENT AFFAIRS  3 Units
This course provides students with an overview of the assessment and evaluation processes that allow Student Affairs professionals to develop assessment approaches that gather, analyze, and interpret information to improve institutional, departmental, and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.
PREREQ: GRADUATE STANDING

HELEAD 720  LEGAL ISSUES IN HIGHER EDUCATION  3 Units
The primary goal of this course is to provide students with a basic understanding of the American legal system so that they can identify the history and sources of law, read and interpret laws and relevant cases, understand how the court systems work, and understanding of personal and institutional liability. Emphasis will be placed on issues and laws likely to be encountered by Higher Education practitioners.
PREREQ: GRADUATE STANDING

HELEAD 723  ISSUES, PERSPECTIVES AND DIRECTIONS IN HIGHER EDUCATION  3 Units
This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Students will learn to use research to support practice through and investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.

HELEAD 725  DIVERSITY AND EQUITY IN HIGHER EDUCATION  3 Units
This course emphasizes personal awareness, knowledge, and skills necessary for ongoing development of a personal intercultural framework for student affairs practice. Theories related to domestic and international dimensions of diversity, interactional diversity and the dynamics of power, privilege and oppression will be explored in university contexts. This course will examine challenges and opportunities for creating inclusive and affirming campus communities.
PREREQ: GRADUATE STANDING
HELEAD 729 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION 3 Units
Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities. PREREQ: GRADUATE STATUS

HELEAD 730 NCAA GOVERNANCE AND COMPLIANCE 3 Units
The course will introduce students to the governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3. Students will apply athletic conference rules, NCAA rules and institutional policies to practitioner settings in higher education athletics leadership.

HELEAD 731 BUDGET AND FINANCIAL MANAGEMENT IN ATHLETICS AND HIGHER EDUCATION 3 Units
This course will introduce students to intercollegiate athletics and higher education budget and finance including NCAA Divisions I, II and III financial models. Students will understand and apply how to implement financial models. Students will examine budget challenges and develop proposed solutions, underscoring the strengths and weaknesses of each approach.

HELEAD 732 EVENT MANAGEMENT, MARKETING AND SPONSORSHIP IN ATHLETICS 3 Units
This course introduces students to event management, marketing and sponsorship in athletics and higher education. Students will understand how to foster and maintain strategic relationships to support programmatic growth and event implementation across divisions. Students will develop a comprehensive marketing and sponsorship plan that can be applied to future practice.

HELEAD 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units
Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HELEAD 780 READING, ANALYZING AND EVALUATING HIGHER EDUCATION RESEARCH 3 Units
This course provides scholar-practitioners with foundational knowledge on the processes of reading, analyzing, and evaluating research in the higher education. Students will develop an understanding of the inquiry process and apply this knowledge to develop an independent research question and study. Students will read and analyze educational literature from a P-20 perspective to inform their inquiry process as a scholar-practitioner. PREREQ: GRADUATE STATUS

HELEAD 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units
This course will introduce and apply foundational theories of career development and methods of career assessment to assist with personal career planning. Students will complete a formal professional vision and portfolio utilizing artifacts from courses completed during their core and emphasis area courses. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HELEAD 790 WORKSHOP Repeatable 1-3 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

HELEAD 791 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.

HELEAD 793 PRACTICUM Repeatable 3 Units
Variable Topics

HELEAD 794 SEMINAR Repeatable 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HELEAD 796 SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HELEAD 798 INDIVIDUAL STUDIES Repeatable 1-4 Units
Study of a selected topic or topics under the direction of a faculty member.

HELEAD 799 THESIS RESEARCH 3-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Library Media Courses

LIBMEDIA 543 ADOLESCENT LITERATURE AND RELATED MEDIA 3 Units
Designed primarily to acquaint the student with books and nonprint media which appeal to the young people aged thirteen to eighteen. Emphasis will be placed on adolescent development, reading interests, and principles of and tools for selection. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library will also be detailed.

LIBMEDIA 550 FINDING AND USING INFORMATION 3 Units
Support the inquiries, interests and investigations of the community by identifying questions, connecting library members with the information they seek and providing services associated with it's use. The course introduces basic reference theory and professional practice, and the tools, information resources and problem solving strategies used by professionals.

LIBMEDIA 634 DIGITAL TOOLS FOR LEARNING 3 Units
An introduction to digital technologies for accessing, using, creating and communicating information in a variety of formats for enhancing and improving learning.
LIBMEDIA 638  TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES  3 Units
As our technological capabilities grow, education is no longer bounded by the four walls of the classroom. We can now connect students, teachers, and experts around the state and across the world. With these new capabilities arise the question as how to best enhance learning when students, teachers, and resources may be widely dispersed geographically in distributed learning environments. This class will introduce you to the strategies and technologies of distance education from creating and editing videotapes usable in many locations to connecting learners via two-way interactive video conferencing systems.

LIBMEDIA 640  INFORMATION LITERACY  3 Units
This course is designed to support development of effective information and technology literacy skills in library users and integration of those skills into the curriculum.
PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR

LIBMEDIA 651  ORGANIZING INFORMATION  3 Units
Learn to describe information resources clearly, assess their information potential, and use strategies and procedures that will help somebody seeking information find what they need. Become familiar with formal and informal strategies for facilitating subject access, such as MARC records, tagging, metadata, controlled vocabularies, abstracting and classification. Address intellectual and practical issues related to creating structured access to information in all formats.

LIBMEDIA 654  LIBRARY ADMINISTRATION  3 Units
The theories, principles and processes underlying the organization and administration of school and public library services: planning, organizing staffing, budgeting, acquiring, and accessing resources, evaluating, scheduling, promoting and marketing, equipping, housing and policy development. Emphasis is on planning, leadership, working toward change and the new roles and responsibilities of the library professional.

LIBMEDIA 690  WORKSHOP  Repeatable  1-6 Units
Variable topics.

LIBMEDIA 691  TRAVEL STUDY  Repeatable  6 Units
Variable topics. Faculty-led courses abroad.

LIBMEDIA 741  INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES  3 Units
This course examines the current and emerging technological systems and software used in schools and libraries, their selection, implementation, management and evaluation, as well as legal and ethical issues involved in their use.

LIBMEDIA 751  LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS  3 Units
This course addresses the advanced administrative and leadership competencies needed by district library and technology coordinators. Students will address administrative issues, policies and practices, including the development of a vision; leadership and group dynamics; long-range planning; legal and ethical issues; advocacy; grant writing; infrastructure; and personal professional development.
PREREQ: LIBMEDIA 454 OR LIBMEDIA 654

LIBMEDIA 752  DESIGN OF CURRICULUM FOR INQUIRY  3 Units
School librarians provide curriculum support, coaching, and information and technology literacy skills instruction. This course provides the theoretical basis and hands-on experience to carry out these roles working with teachers and students.
PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR

LIBMEDIA 756  INFORMATION, VIRTUAL LIBRARIES & THE INTERNET  3 Units
Students will address the practical, intellectual and societal issues associated with the change from physical to virtual libraries. They will learn to use equipment, software, and strategies to find, evaluate, organize, provide access to, and disseminate textual, audio, graphical and video information.

LIBMEDIA 790  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

LIBMEDIA 793E  SUPERVISED ELEMENTARY LIBRARY PRACTICUM  3 Units
Supervised field experience in elementary library media center.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793S  SUPERVISED SECONDARY LIBRARY PRACTICUM  3 Units
Supervised field experience in a high school library media center.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793C  SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED  3 Units
This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and in work in their own schools. Students create a portfolio demonstrating mastery of program competencies.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793M  SUPERVISED MIDDLE SCHOOL LIBRARY PRACTICUM  3 Units
Supervised practicum in middle school library.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 798  INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

Physical Education General Courses
PEGNR 690  WORKSHOP  Repeatable  0.5-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

Physical Education Professional Courses
PEPROF 527  MOTOR PROGRAMMING FOR EARLY CHILDHOOD  2 Units
This course is designed for those who plan to work with children in any type of preschool program. Emphasis will be placed on providing ideas for developmental motor activities that will aid children with their 1) physical coordination, 2) emotional reactions to various experiences, 3) social interactions, and 4) mental development.
PEPROF 672 ADVANCED PHYSIOLOGY OF EXERCISE 3 Units
Theoretical considerations and laboratory experiences in physiology of exercise at an advanced level. Includes exercise biochemistry, biochemical analysis, environmental considerations, exercise histochemistry, cardiorespiratory considerations, animal experimentation, electromyography and aids to performance.

PEPROF 675 ADAPTED PHYSICAL EDUCATION FOR LICENSURE STUDENTS 3 Units
This course focuses on adapted physical education teaching strategies and service delivery models in PK-12 settings. The etiology and effects of select physical, sensory, intellectual and other developmental disabilities will be addressed. Content emphasizes movement implications and strategies to enhance physical activity behavior and pedagogical methods for integrating students in a variety of age appropriate physical activities.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND WITHIN THREE SEMESTERS OF STUDENT TEACHING

PEPROF 690 WORKSHOP IN PHYSICAL EDUCATION Repeatable 0.5-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

PEPROF 691 TRAVEL STUDY Repeatable 1-3 Units
Variable Topics. Faculty-led courses abroad.

PEPROF 694 SEMINAR Repeatable 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PEPROF 696 SPECIAL STUDIES Repeatable 0.5-3 Units

PEPROF 710 TRENDS IN PHYSICAL EDUCATION 3 Units
Designed to improve instruction through an analysis of current objectives, new materials, revised curriculum and methods, current literature, current legislation, and organization of physical education within school and related learning laboratories.

PEPROF 712 CURRICULUM IN PHYSICAL EDUCATION 3 Units
This course will assist the teacher with the process of curriculum development through an analysis of influences that effect curriculum change. Identification of aims, objectives, methods, materials and evaluation which are instrumental in development of efficient and effective programs in physical education.

PEPROF 714 BEST PRACTICES FOR TEACHING PHYSICAL EDUCATION 3 Units
Designed to improve teaching skills and instruction through an analysis of current effective teaching literature, including the knowledge base for becoming an effective physical education teacher, concepts of preventative management behaviors and discipline strategies, curriculum, assessment and planning for effective instruction, and skills and strategies for delivering effective physical education programs.

PEPROF 725 CARDIORESPIRATORY PHYSIOLOGY 3 Units
An advanced course in the anatomy and physiology of the cardiac, vascular and pulmonary systems with an emphasis on the impact and adaptations during exercise to these systems.

PEPROF 752 NEW DIMENSIONS IN TEACHING LIFETIME SPORTS 3 Units
The course is designed to explore new curriculum ideas, skills, and teaching techniques used in Lifetime Sports. Utilization will be made of lectures, field trips, and participation and discussion of new techniques and activities.

PEPROF 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units
Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

PEPROF 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units
Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

PEPROF 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

PEPROF 793 PRACTICUM Repeatable 1-12 Units

PEPROF 794 SEMINAR 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PEPROF 796 SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PEPROF 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of selected topic or topics under the direction of a faculty member.

PEPROF 799 THESIS RESEARCH Repeatable 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Reading Courses

READING 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.

READING 764 FOUNDATIONS OF READING 3 Units
An overview of the elementary developmental reading program including the skills necessary for critical reading; development of appropriate attitudes and tastes, and adjustment of materials and methods to meet individual needs.

READING 766 LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units
This is a course designed to provide experience in the use of formal and informal assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader (PREK-12). Meeting the literacy needs of children from diverse cultural and linguistic backgrounds is emphasized. Course content will be used in a practicum.

PREREQ: READING 764 AND READING 772

READING 767 READING PRACTICUM: LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units
This is a course designed to provide experience in the use of literacy assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader in both the K-5 and 6-12 grade level spans. Students will spend 8 weeks at each level working with students in need of reading intervention.

PREREQ: READING 764, READING 766, AND READING 772
READING 771 PLANNING AND IMPLEMENTING READING PROGRAMS 3 Units
A study of the process and procedures which may be employed in planning and implementing defensible reading programs. Students are involved in planning individual programs appropriate for their school or system.
PREREQ: READING 764, READING 772, READING 766 AND READING 767

READING 772 READING IN THE CONTENT AREAS 3 Units
Utilization of reading skills, study strategies and materials as applied to the content fields, and techniques for incorporating reading into content area instruction.

READING 773 LITERACY RESEARCH: THEORY AND APPLICATION 3 Units
The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.
PREREQ: READING 764 AND READING 772 (FOR READING EMPHASIS) OR ESL 520 AND ESL 603 AND EITHER READING 764 OR READING 772 (FOR ESL/BILINGUAL EMPHASIS)

READING 775 SYMPOSIUM IN READING EDUCATION Repeatable 3 Units
The keynote of the course is the annual University of Wisconsin Reading Symposium on Factors Related to Reading Performance. The purpose of the symposium is to inform educators of current thinking on factors that appear to influence students’ reading performance. The course will include attendance at the symposium and at additional class sessions. Repeatable.

Recreation Courses

RECREATN 520 LEADERSHIP AND FACILITATION OF RECREATIONAL GAMES 3 Units
This course will assist students to develop their knowledge, skills, and abilities as facilitators and leaders of recreational activities. Readings, assignments, and lecture will focus on leadership and facilitation theories and techniques. A variety of recreational activities will be introduced in class.

RECREATN 561 RECREATION AND LEISURE FOR SPECIAL POPULATIONS 3 Units
This course introduces concepts of therapeutic recreation practice, including the history of the profession, current trends, and an overview of various disabilities and disorders across the lifespan. Students will have opportunities to develop the skills and abilities necessary to work with persons with disabilities through field-based activities.

RECREATN 582 ADVENTURE AND SPORT TOURISM 3 Units
The nature of sport and adventure program areas will be examined in relation to tourism, perhaps the largest segment of the for-profit sector of the recreation profession. This course introduces students to knowledge, skills, and considerations relevant to tourism professionals operating in adventure and sport tourism settings. Participant motivation, global tourist destinations, and management concerns will be considered through readings and case studies.

RECREATN 591 OUTDOOR RECREATION LEADERSHIP 3 Units
This course provides the fundamental knowledge, skills, and experience necessary to lead people in outdoor recreational activities. The course includes topics on trip planning, safety procedures, equipment and food logistics, leadership methods and expedition behavior for a variety of outdoor trip activities. The course also includes a 3 day outdoor trip experience.

RECREATN 623 RESEARCH AND EVALUATION IN RECREATION AND LEISURE SERVICES 3 Units
This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis.

RECREATN 640 COMMERCIAL AND ENTREPRENEURIAL RECREATION 3 Units
Students in this class will explore commercial recreation, entrepreneurialism, and basics of travel and tourism. Topics include an overview of entrepreneurial recreation, economics, marketing and financing commercial recreation endeavors, and exploring various opportunities available in the commercial and private sector.

RECREATN 650 PLANNING, DESIGN, AND MANAGEMENT OF RECREATION FACILITIES 3 Units
This course will introduce management theories and provide practical experience in the design, development, operation, maintenance, and administration of various recreation facilities.

RECREATN 680 LEGAL ASPECTS OF SPORT AND RECREATION ACTIVITIES 3 Units
This course will examine the complexities of sport and recreation litigation, primarily focused on educational institutions. Students will use this knowledge to aid their professional growth in the fields of sport and recreation activity. Topics such as risk management, contracts, liability, and policy development will provide a better understanding of the law with respect to challenges encountered by sport and recreation professionals.
PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR CROSS-LISTED: COACHING 480 AND RECREATN 480

RECREATN 689 MANAGING RECREATIONAL SPORTS PROGRAMS 3 Units
A study of recreational management concepts in the areas of human resources, facility operations, budget development, marketing, public relations, policy development, and program service design.
PREREQ: JUNIOR STANDING OR ENROLLED IN THE RECREATION MINOR OR INSTRUCTOR CONSENT

RECREATN 690 WORKSHOP Repeatable 1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

RECREATN 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.

RECREATN 696 SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.
RECREATN 702  ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION  3 Units
Students will develop and apply organizational and leadership theories to specific career interests in sport and recreation. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations.  
CROSS-LISTED: HEALEAD/RECREATN/COACHING 702

RECREATN 779  CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES  3 Units
Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

RECREATN 781  CAPSTONE PORTFOLIO AND CAREER APPLICATION  3 Units
Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

RECREATN 790  WORKSHOP  1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

RECREATN 793  PRACTICUM Repeatable  1-12 Units
Recreation Practicum.

RECREATN 794  SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

RECREATN 796  SPECIAL STUDIES Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RECREATN 798  INDIVIDUAL STUDIES Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

RECREATN 799  THESIS RESEARCH Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Secondary Education Courses

SECNDED 626  METHODS OF TEACHING ENGLISH AND LANGUAGE ARTS  3 Units
Engages the student in shaping viable perspective for teaching English in today's middle/secondary school; in planning, developing, and evaluating a course, a unit, and a lesson series; in considering and practicing several modes of instructing-learning; in individualizing learning for particular adolescents; and in preparing, generally, for the Teaching Practicum.

SECNDED 627  METHODS OF TEACHING WORLD LANGUAGES  3 Units
An introduction to the principles and techniques of teaching modern world languages designed to prepare students for the Teaching Practicum. Emphasis is placed on the communicative approach to lesson planning, classroom instruction and proficiency assessment in accordance with the WI Academic Standards.  
PREREQ: EDFOUND 212 AND RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 628  METHODS OF TEACHING MATHEMATICS  3 Units
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 629  METHODS OF TEACHING SCIENCE  3 Units
Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.  
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 630  METHODS OF TEACHING SOCIAL STUDIES  3 Units
The study of the teaching-learning process, objectives in social studies, planning for teaching, selection of content and resources, teaching-learning strategies and evaluative methods.  
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 705  POLITICS, LITERACY, AND CRITICAL PEDAGOGY  3 Units
This course will provide the opportunity to unpack one of the foundational texts of critical pedagogy, Freire's Pedagogy of the Oppressed. Participants will explore how elements related to Freire's work, such as fear, politics, love, dialog, conscientizacao, transformative action, and pedagogy for liberation, influence pedagogy and community action projects.

SECNDED 706  LEARNING, DIVERSITY, AND THE MARGINALIZED STUDENT  3 Units
Literacy, Diversity, and the Marginalized Student addresses school as a cultural experience in which identity and culture act as forces that can, and often do, marginalize students. A consideration of the causes of dysfunction, injustice, and marginalization in our public school system will inform plans for delivering instruction that is sensitive to cultural considerations.

SECNDED 708  THE MARGINALIZED LEARNER  2 Units
This course will act to sensitize students to the characteristics of the marginal student and the forces that cause that marginalization. Students will evaluate the effects of their choices and actions on others (students, parents, other professionals, and the community).

SECNDED 709  LEARNING & TEACHING FOR EMPOWERMENT  3 Units
This capstone course in the Alternative Education Programs Licensure sequence addresses the foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers; and teaching and learning as acts of empowerment and emancipation.
Special Education Courses

**SPECED 560 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM** 3 Units
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: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

**SPECED 565 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS** 2 Units
This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.
PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

**SPECED 576 MEDICAL ASPECTS OF DISABILITY** 3 Units
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
PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

**SPECED 606 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES** 3 Units
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 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR (FOR MINORS, NON-MAJORS, AND GRADUATE STUDENTS)

**SPECED 640 ADVANCED BEHAVIOR INTERVENTION STRATEGIES** 3 Units
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: ENROLLMENT IN A GRADUATE ABA CERTIFICATE PROGRAM

**SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION** 3 Units
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: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

**SPECED 661 STANDARD ASSESSMENT FOR DIVERSE LEARNERS** 3 Units
This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

**SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD** 3 Units
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: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

**SPECED 665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL** 3 Units
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, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES** 3 Units
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, intellectual, 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.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION OR CONSENT OF INSTRUCTOR
SPECED 680  DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR  3 Units
The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. Attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.
PREREQ: PRAXIS II, NO 'T'S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

SPECED 686  ACADEMIC INTERVENTION I  3 Units
The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in general/special education.
PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR GRADUATE STATUS AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 687  ACADEMIC INTERVENTION II  3 Units
This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teachin reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.
PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

SPECED 690  WORKSHOP  Repeatable  1-10 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

SPECED 694  SEMINAR - SPECIAL EDUCATION  Repeatable  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 696  SPECIAL STUDIES  Repeatable  1-4 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SPECED 700  LEGAL FOUNDATIONS OF SPECIAL EDUCATION  Repeatable  3 Units
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  Repeatable  3 Units
This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to the behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

SPECED 702  REFLECTIVE PRACTICE AND ACTION RESEARCH  3 Units
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 Units
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.

SPECED 704  APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION  3 Units
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 CONSENT OF DEPARTMENT CHAIRPERSON
SPECE 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION Repeatable 3 Units
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 CONSENT OF THE INSTRUCTOR.

SPECE 706 TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS 3 Units
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.

SPECE 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER Repeatable 3 Units
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: SPECE 205 OR CONSENT OF INSTRUCTOR

SPECE 708 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS 3 Units
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: SPECE 707 OR CONSENT OF INSTRUCTOR

SPECE 709 ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS 3 Units
The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

SPECE 711 ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS 3 Units
This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst.
PREREQ: SPECE 709

SPECE 712 PHILOSOPHY OF APPLIED BEHAVIOR ANALYSIS 3 Units
This course will explore the philosophical underpinnings of applied behavior analysis (ABA) as well as understand the dimensions of ABA as a science. Students will learn to distinguish between behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by applied behavior analysis.

SPECE 715 SUPERVISION OF PROGRAMS AND PERSONNEL IN ABA 3 Units
This course is focused on learning how to implement evidence-based supervision practices. Students will learn how to train, support, monitor, and give feedback to supervisees. Practices for creating and maintaining healthy work environments will be explored. Students will also learn how to manage behavior programs and make decisions about necessary changes.

SPECE 741 BEHAVIOR ASSESSMENT 3 Units
In this course, students will learn how to assess behavior. Using a functional behavior approach, students will learn how to identify challenging behavior, define it, and assess it through indirect and direct methods. Assessment methods will include record reviews, interviews, direct observation, ABC assessment, preference assessment, and skill assessment.

SPECE 742 BEHAVIOR CHANGE PROCEDURES 3 Units
Students will learn how to identify and implement appropriate behavior change procedures in order to reduce challenging behavior and teach new skills. Strategies will include shaping, chaining, reinforcement procedures, group contingencies, self-management, imitation training, and naturalistic teaching.

SPECE 760 FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD 3 Units
This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECE 761 INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM 3 Units
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.
SPECED 766  PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES  3 Units
The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 776  CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES  3 Units
This course focuses on meeting the educational needs of students requiring a functional intensive special education program. Methods of instruction will include strategies to promote general curriculum access for individual with significant and multiple disabilities; addressing the unique learning and support needs required to educate students with low incidence disabilities.
PREREQ: SPECED 760 AND SPECED 761

SPECED 781  SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING  3 Units
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.

SPECED 783  GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT  3 Units
This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes artifacts from Characteristics, Methods, and a performance component. The artifacts selected should demonstrate competencies on the Council for Exceptional Children (CEC) and Wisconsin Teaching Standards (WTS). The performance component will be comprised of completing 25 hours in an assigned field placement, and a written project. Teacher candidates must earn a passing grade on this portfolio, and passing scores on all clinical evaluations and field projects, for entrance into the Directed Teaching Block.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 785  CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE Repeatable  1 Units
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 786 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 786

SPECED 786  CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE Repeatable  1 Units
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 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 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 787  CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE Repeatable  1 Units
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 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.
COREQ: SPECED 786

SPECED 790  WORKSHOP Repeatable  1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

SPECED 794  SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 796  SPECIAL STUDIES Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SPECED 798  INDIVIDUAL STUDIES Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

SPECED 799  THESIS RESEARCH Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Special Education Field Courses
SPECFLD 610  GENERAL EDUCATION FIELD WORK  2 Units
This field experience provides students with experience in a general education classroom where inclusionary practices for individuals with special needs are applied including 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 AND SPECED 361 AND SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION, OR SPECED MINOR AND SPECED 361 AND ADMISSION TO PROFESSIONAL EDUCATION COREQ: SPECED 458 AND ADMISSION TO PROFESSIONAL EDUCATION
SPECFLD 789B  PRACTICUM: LEARNING DISABILITY  Repeatable  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 789C  PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 789D  PRACTICUM: CROSS CATEGORICAL  Repeatable  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 789F  PRACTICUM: EARLY CHILDHOOD SPECIAL EDUCATION  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 789G  PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE  1-6 Units
PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE
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: SPECED 680

SPECFLD 789A  PRACTICUM: COGNITIVE DISABILITY  Repeatable  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 793A  INSERVICE PRACTICUM: COGNITIVE DISABILITY  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 793B  INSERVICE PRACTICUM: LEARNING DISABILITY  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 793C  INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 793D  INSERVICE PRACTICUM: CROSS CATEGORICAL  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 793F  INSERVICE PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION 3 - 8  1-6 Units
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 DEPT; COREQ: SPECED 680

SPECFLD 798  INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.