

SPECIAL EDUCATION

Centennial Hall 3723
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Department Website (<https://www.uwec.edu/academics/college-education-human-sciences/departments-programs/teacher-education-program/departments/special-education>)

The special education programs in the Department of Special Education are designed to provide students with experiences that develop skills in assessing students as well as planning, implementing, and evaluating interventions. Special education graduates are prepared for a variety of specialized jobs. Those who prefer to teach may be employed in public or private schools, institutions, or agencies. Those seeking other careers may work as house parents or home trainers or directors of service agencies. Some graduates will continue their study in other areas of special education, while others may engage in research, develop curricular and instructional materials, or lead in-service teacher training.

The Department of Special Education offers graduate-level course work but no graduate degree programs.

Graduate Faculty

Rosemary Battalio, Ph.D.
Angela Dalhoe, Ph.D.
Angela Jones, Ph.D.
Roderick Jones, Ph.D.
Barbara Meier, Ph.D.
Kirstin Rossi, Ed.D.
J. Todd Stephens, Ph.D.
Cathy A. Thorsen, Ed.D. (Chair and Program Coordinator)

Certificates

- Certificate: Director of Special Education & Pupil Services

All 500- and 600-level graduate courses include requirements or assignments which differentiate them from 300- and 400-level undergraduate courses. Students who have taken a course at the 300- or 400-level may not include that course at the 500- or 600-level in a graduate program, except in the case of special topics courses when the topic is not the same as that taken at the undergraduate level. Course restrictions listed are based on the undergraduate course. Questions regarding course restrictions for graduate students should be directed to the appropriate department office.

Special Education (SPED)

SPED 500 Inclusive Practices for Secondary Educators (2 crs)

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences.

- Limited to secondary education majors. NOTE: Upper division courses required of special education majors carry the prerequisite of admission to the student's professional program. Cross-listed with SPED 300. Credit may not be earned in both courses.

Surveys characteristics of diverse learners including students with disabilities, cultural differences, gifts/talents, and at-risk concerns. Provides knowledge and practice regarding the secondary educator's role related to special education processes, professional collaboration, and curricular adaptations/modifications.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SPED 501 Observation and Participation with Students without Disabilities in Educational Programs (3 crs)

Prerequisite: SPED 200 and SPED 205. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 301/ES 501.

- SPED 301/SPED 501 may not be substituted for ES 203. Cross-listed with SPED 301. Credit may not be earned in both courses. Must have master's degree, early childhood, except for already certified teachers.

Fieldwork with children without disabilities in order to acquire a more complete understanding of typical and atypical child growth and development, and general education curriculum. Experience is required by Wisconsin DPI.

Grading Basis: S/U Only Grade Basis

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2

SPED 506 Behavior Management (3 crs)

Prerequisite: SPED 200, or SPED 300, or SPED 400, or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

- Cross-listed with SPED 306. Credit may not be earned in both courses.

Behavioral approaches to managing student behaviors. Includes classroom management techniques, contingency contracting, behavior counting and charting, reinforcement systems, behavior therapy, and uses of punishment.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 530 Introduction to Specific Learning Disabilities (3 crs)

Prerequisite: SPED 200, or SPED 300, or SPED 400 or consent of instructor.

Limited to teaching majors admitted to the College of Education and Human Sciences. Communication Sciences and Disorders (CSD) and school psychology students may also enroll.

- *Cross-listed with SPED 330. Credit may not be earned in both courses.*

Survey course of causes, educational problems, and intervention programs associated with specific learning disabilities.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 531 Special Education Procedures and General Methods (2 crs)

Prerequisite: SPED 210 or UEC 220 or SPED 330/SPED 530 or SPED 350/SPED 550; or consent of instructor. May be taken concurrently with SPED 330/SPED 530. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with SPED 331. Credit may not be earned in both courses.*

This course is designed to provide a basic knowledge of special education procedures as outlined by current federal legislation. General methods related to planning, managing, delivering, and evaluating instruction in a special education classroom are presented.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SPED 550 Introduction to Emotional/Behavioral Disabilities (3 crs)

Prerequisite: SPED 200 or SPED 300/SPED 500 or SPED 400/SPED 600 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with SPED 350. Credit may not be earned in both courses.*

Survey course of characteristics, causes, and intervention in relation to the education of students with emotional behavioral disabilities. Focus is on historical, theoretical, and current issues impacting school-based practice..

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 600 Inclusive Practices for Elementary Educators (3 crs)

Prerequisite: Limited to elementary education (Middle Childhood through Early Adolescence or MCEA) majors admitted to College of Education and Human Sciences.

- *Admission to elementary education (Middle Childhood through Early Adolescence or MCEA) program or consent of instructor. Cross-listed with SPED 400. Credit may not be earned in both courses.*

Designed to help elementary educators in observing, identifying, and teaching diverse learners including children with disabilities, cultural differences, gifts/talents and/or at-risk concerns. Provides knowledge and practice related to special education processes, professional collaboration, and curricular adaptations/modifications.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 601 Assessment of Students with Disabilities (3 crs)

Prerequisite: SPED 210 or UEC 220 or SPED 330/SPED 530 or SPED 350/SPED 550, and SPED 331/SPED 531; or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with SPED 401. Credit may not be earned in both courses.*

Application of assessment terminology and statistical concepts. Selection, administration of tests, and interpretation of scores from teacher-made, norm-referenced, and criterion-referenced assessments.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 602 Collaboration and Consultation (2 crs)

Prerequisite: SPED 200 and SPED 331/SPED 531 and SPED 210 or UEC 220 or SPED 330/SPED 530 or SPED 350/SPED 550. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with SPED 402. Credit may not be earned in both courses.*

Provides students with knowledge and skills related to collaboration and consultation with parents, school personnel, and agencies. Family relations, conflict resolution, co-teaching practices, Special Education law and ethical behavior will also be covered.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SPED 604 Pre-student Teaching Experience with Individuals with Disabilities (3 crs)

Prerequisite: SPED 306/SPED 506 and SPED 331/SPED 531. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SPED 431/SPED 631.

- *Cross-listed with SPED 404. Credit may not be earned in both courses.*

Pre-student teaching experience with children and adolescents with disabilities in K-8 environments. Assignments are in conjunction with SPED 431. Student completes approximately 90 hours of observation/teaching.

Repeat: Course may be repeated for a maximum of 6 credits

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2

SPED 614 Special Vocational Support Strategies (3 crs)

Prerequisite: SPED 416/SPED 616. Limited to teaching majors admitted to College of Education and Human Sciences. Teaching certification students may also enroll.

- *Cross-listed with SPED 414. Credit may not be earned in both courses.*

Vocational support strategies used with high school students with disabilities. Emphasis is placed on active involvement in vocational laboratory experiences.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 616 Career Education and Transition (2 crs)

Prerequisite: SPED 335 or SPED 404/SPED 604 and SPED 431/SPED 631 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SPED 434.

- *Cross-listed with SPED 416. Credit may not be earned in both courses.*

This course will introduce the basic concepts of career and vocational education. This course includes a clinical experience with adolescents with disabilities for approximately 35 hours.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 1

SPED 617 Curriculum and Methods for Students with Moderate or Severe Disabilities (3 crs)

Prerequisite: SPED 210 or SPED 331/SPED 531 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with SPED 417. Credit may not be earned in both courses.*

Study, selection, and preparation of suitable curriculum and methods used in teaching students with moderate/severe intellectual disabilities.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 623 Characteristics and Interventions for Young Children with Low Incidence Disabilities (3 crs)

Prerequisite: Grade of B- or above in SPED 200, grade of B- or above in SPED 210 or UEC 220. Limited to teaching majors admitted to the College of Education and Human Sciences. Limited to SPED, UEC majors admitted to the College of Education and Human Sciences.

- *Cross-listed with SPED 423. Credit may not be earned in both courses.*

This course will emphasize medical/instructional needs for the care of young children with health conditions, orthopedic impairments, as well as characteristics/interventions for teaching young children with Autism, multiple disabilities, and children with challenging behavior.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 631 Reading/Writing Remediation, Assessment, and Diagnosis for Students with Mild Disabilities (3 crs)

Prerequisite: SPED 331/SPED 531 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SPED 404/SPED 604.

- *SPED 335 substitutes for SPED 404. Cross-listed with SPED 431. Credit may not be earned in both courses.*

This course focuses on research-based methods for assessment, instruction, and remediation of reading and written expression for elementary-age students with mild disabilities. The course includes applied activities and occurs concurrently with a field experience.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 632 Language Development and Intervention for Students with Disabilities (3 crs)

Prerequisite: SPED 401/SPED 601. Limited to teaching majors admitted to College of Education and Human Sciences. Teaching certification students may also enroll.

- *Cross-listed with SPED 432. Credit may not be earned in both courses.*

Theoretical models and strategies for assessing and teaching language skills to students with disabilities.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 634 Secondary Methods for Students with Mild Disabilities (2 crs)

Prerequisite: SPED 335/SPED 535 or SPED 404/SPED 604, and SPED 431/SPED 631. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SPED 416/SPED 616.

- *Cross-listed with SPED 434. Credit may not be earned in both courses.*

This course will provide the student with knowledge about secondary methods used in reading, written expression, study skills, and self-advocacy. Behavioral methods, IEP development, and post-secondary planning will also be presented.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

SPED 636 Mathematics Methods for Students with Mild Disabilities (2 crs)

- *Cross-listed with SPED 436. Credit may not be earned in both courses.*

This mathematics course addresses methods for teaching students with mild disabilities. Topics such as, number sense, concrete representation for mathematical concepts, understanding basic operations, and applying assessments to remediate mathematical difficulties will be covered.

Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

SPED 653 Behavioral Assessment and Planning (1 cr)

Prerequisite: SPED 306/SPED 506, and SPED 401/SPED 601; or consent of instructor.

- *Cross-listed with SPED 453. Credit may not be earned in both courses.*

This course will focus on the development of knowledge and skills in the areas of implementing a functional behavior assessment (FBA) and creating a behavior intervention plan (BIP) based on FBA results.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 1
Lab/Studio Hours: 0

SPED 655 Advanced Behavioral Intervention for Students with Emotional Behavioral Disabilities (3 crs)

Prerequisite: SPED 306/SPED 506, SPED 401/SPED 601, and SPED 350/SPED 550; or consent of instructor.

- *Cross-listed with SPED 455. Credit may not be earned in both courses.*

This course will assist in the development of knowledge and skills in the areas of social skills training, behavioral techniques, instructional strategies, and collaboration for delivery of intensive behavioral techniques for students with emotional/behavioral disabilities.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SPED 665 Child Abuse and Neglect: Educational Implications (3 crs)

- *Cross-listed with SPED 465. Credit may not be earned in both courses.*

Provides professionals with basic information relative to identifying and reporting suspected cases of child abuse and neglect, effects of abuse and neglect upon the child's total school performance, the role of community agencies, and the school's role in prevention.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SPED 695 Directed Studies in Special Education (1-3 crs)

Consent: Department Consent Required

- *Cross-listed with SPED 495. Arranged by department in response to need.*

Group study, under the immediate direction of a Special Education faculty member, of a defined problem not covered in existing courses.

Attributes: Special Course Fee Required Varies by Term/Section
Repeat: Course may be repeated
Grading Basis: No S/U Grade Option

SPED 701 Motor Function in Individuals with Disabilities (3 crs)

Theories, research, methods, and implementation of motor development programs for children and adolescents with disabilities.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SPED 708 Introduction to Graduate Studies in Special Education (3 crs)

Consent: Instructor Consent Required

- *Must be taken prior to taking 12 graduate credits in Master's of Special Education (MSE) program.*

Study of issues and trends in special education. Prepares students to be more effective graduate students by developing critical thinking and technical writing skills.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SPED 711 Program Planning for Students with Disabilities (3 crs)

Consent: Instructor Consent Required

Examination of alternative goals, objectives, curriculum, methods, and materials currently for use with students with disabilities.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SPED 729 Organization and Administration of Education Programs for Learners with Disabilities (3 crs)

Prepares teachers, related service personnel, and administrators to function proactively and successfully on behalf of learners with disabilities and their families through family, school, and community partnerships.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 731 Design of Academic and Social Skills Instruction in Special Education (3 crs)

Focuses on effective instruction for students with disabilities. Principles of instructional design lay the foundation for constructing, modifying, and evaluating academic and social skills curricula. Also examines the factors that influence curriculum change and reform.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 735 Intervention for Students with Academic or Social Needs (3 crs)

Prerequisite: SPED 401/SPED 601 and SPED 431/SPED 631 or consent of instructor.

Supervised experience teaching in a summer clinic. Use of curriculum-based assessment to monitor academic, social, and behavioral interventions with students who have academic or social needs.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 765 Behavior Mgmt Methods and Curriculum EBD (3 crs)

Prerequisite: SPED 306/SPED 506, SPED 350/SPED 550, SPED 401/SPED 601.

Focus on management techniques and instructional strategies for the more severely emotionally disturbed. Areas addressed include psychiatric disorders such as depression, school phobia, somatic disorders, personality disorders, and schizophrenia.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 775 Advanced Seminar and Practicum in Assessment (3 crs)

Prerequisite: SPED 401/SPED 601, or SPED 403/SPED 603, or consent of instructor.

Study of advanced skills, current trends, and issues in the assessment of children/youth with disabilities. Includes participation (one weekday per semester) in Human Development Center, educational assessment, report writing, and independent research.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 778 The Special Education Cooperating Teacher (3 crs)

• *Open to approved certified teachers*

Designed to develop competencies in guidance and supervision of practicum with children with disabilities.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 779 Special Education Supervision Practicum (3 crs)

Prerequisite: SPED 778.

• *Current involvement in supervision.*

Designed for cooperating teachers who have completed Sped 778, The Special Education Cooperating Teacher. Supervision competencies are developed through supervising student teachers in school settings.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 782 Special Education Law (3 crs)

Prerequisite: SPED 786

Consent: Department Consent Required

• *Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.*

This intensive course is designed for graduate level students and addresses federal legislation, regulations, and process and litigation specifically related to special education. In-depth analysis of case law and the implications for the PK-12 education system emphasized.

Attributes: Special Course Fee Required Varies by Term/Section

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 784 Issues and Trends in Special Education (2 crs)

Consent: Instructor Consent Required

Contemporary issues and trends in special education, including children's rights, educational needs, practices, and programs.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SPED 786 Systemic Leadership & Ethics (3 crs)

Consent: Department Consent Required

• *Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.*

This course addresses leadership and administration of PK-12 special education programs. Operational responsibilities will be analyzed.

Attributes: Special Course Fee Required Varies by Term/Section

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 787 Leadership in Special Education and Pupil Services (3 crs)

Prerequisite: SPED 782, 786

Consent: Department Consent Required

- Accepted into the Director of Special Education and Pupil Services Program or consent of the DSEPS program.

This course addresses the leadership, administration, and staffing of PK-12 special education and pupil services programs. Operational responsibilities, advocacy, due process, collaboration, and special education instructional leadership/related and pupil services provision will be analyzed.

Grading Basis: No S/U Grade Option

Lecture Hours: 3

Lab/Studio Hours: 0

SPED 788 Special Education and Pupil Services Budget & Finance (3 crs)

Prerequisite: SPED 782, SPED 786, SPED 787

Consent: Department Consent Required

- Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.

This course provides introductory exposure, understanding, principles, and practices to budget financing applications in special education and pupil services.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 789 Practicum: Leadership in Special Ed & Pupil Services (3 crs)

Prerequisite: SPED 782, 786, 787, 788

Consent: Department Consent Required

- Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.

Mentored field-based course (150 hours) designed to evaluate/analyze the school-based application of Special Education Director and/or Director of Pupil Services. Successful completion leads to recommendation for DPI 80 Licensure.

Grading Basis: No S/U Grade Option

Lab/Studio Hours: 0

Practicum Hours: 3

SPED 793 Directed Studies in Education (1-3 crs)

- Approval of department chair and associate dean.

Group study, under the immediate supervision of a Department of Special Education staff member, of a defined problem or issue not covered in existing courses.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

SPED 795 Research Paper (1-2 crs)

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis

SPED 797 Independent Study (1-3 crs)

Consent: Department Consent Required

Individual project under the direction of a faculty member.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

SPED 799 Thesis (1-6 crs)

- Full-time equivalent.

A description of acceptable topics and the precise nature of the thesis requirement is provided in the departmental program descriptions.

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis

Unified Early Childhood (UEC)

UEC 521 Observation and Informal Assessment of Young Children (2 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Limited to Special Education, Unified Early Childhood majors, admitted to the College of Education and Human Sciences.

- Cross-listed with UEC 321. Credit may not be earned in both courses.

Survey of observational and informal assessment strategies for documenting the developmental changes in young children. Developmental screening and eligibility determination, and planning and monitoring instruction/intervention are included.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

UEC 522 Inclusive Play and Sensory Exploration in Early Childhood (3 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

- Cross-listed with UEC 322. Credit may not be earned in both courses.

This course emphasizes connections between play/sensory exploration and development in all five domains and pre-academic skills. Theory is integrated into embedding IEP/IFSP goals into the routines, planning environments, and facilitating/extending engagement and social interactions.

Attributes: Special Course Fee Required

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

UEC 524 Language and Cultural Diversity in Inclusive Early Childhood Education (3 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Limited to SPED, Unified Early Childhood majors admitted to the College of Education and Human Sciences.

- *Cross-listed with UEC 324. Credit may not be earned in both courses.*

Exploration of language/cultural diversity in ECE. Topics include literacy, social and instructional language development in young dual language learners. Strategies for involving families/caregivers in the early literacy process and supporting their language and culture.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

UEC 525 Inclusion and Collaboration in Early Childhood (3 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

- *Cross-listed with UEC 325. Credit may not be earned in both courses.*

Exploration of communication skills, collaboration, co-teaching, itinerant, coaching and consultation models of ECSE and EI services. Working with paraprofessionals, therapists, families, and caregivers to adapt/modify curriculum and participation, as a team will be emphasized.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

UEC 621 Early Childhood Pre-Primary Methods (3 crs)

Prerequisite: Grade of B- or above in SPED 200, UEC 220 (formerly SPED 220). Grade of B- or above in UEC 422 or concurrent enrollment. Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

- *Cross-listed with UEC 421. Credit may not be earned in both courses.*

Instructional and intervention methods for children three-to-six in inclusive settings. Developing/maintaining healthy, safe, and engaging standards-based learning environments as well as nutrition, program administration, parent involvement, and supervision of classroom staff will be covered.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

UEC 622 Pre-Primary Practicum (2 crs)

Prerequisite: Grade of B- or above in SPED 200, UEC 220 (formerly SPED 220). Grade of B- or above in UEC 421 (formerly SPED 421) or concurrent enrollment. Limited to Special Education, Unified Early Childhood majors admitted to College of Education and Human Sciences.

- *Cross-listed with UEC 422. Credit may not be earned in both courses.*

Candidates will develop and teach teacher- and child-directed activities and lessons in an inclusive pre-primary classroom. They will also assist the classroom teacher in monitoring groups and setting up learning areas of the classroom.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2

UEC 624 Inclusive Numeracy and Math: 0-8 (3 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

- *Cross-listed with UEC 424. Credit may not be earned in both courses.*

The developmental process of early numeracy birth throughout third grade mathematics instruction. Emphasis on the mathematical language and early numeracy; facilitating, scaffolding, nurturing, and igniting interest in numeracy and mathematical thinking in young children.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

UEC 625 Integrated Curriculum and Inquiry (3 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

- *Cross-listed with UEC 425. Credit may not be earned in both courses.*

Integrated curriculum development and intentionally planning inquiry-based learning connected to the interests of young children. Active, standards-based science, numeracy/literacy, and social studies, promoting social relationships/oral language development, critical thinking and problem solving, in inclusive environments.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

UEC 626 Infant and Toddler Intervention and Programming (3 crs)

Prerequisite: Grade of B- or above in SPED 200, UEC 220 (formerly SPED 220).

Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

- *Cross-listed with UEC 426. Credit may not be earned in both courses.*

Infant and toddler early intervention and care with emphasis on Health/safety, nutrition and designing/evaluating effective activities/environments. Cultural competence, Child Find, IFSPs, OSEP accountability, primary provider support model, child care and Parents as Teachers will be addressed. Weekly Field Placement.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2.5

Lab/Studio Hours: .5

UEC 693 International Experience in Early Childhood (3 crs)

Prerequisite: Grade of B- or above in UEC 220 (formerly SPED 220). Grade of B- or above in UEC 324 or concurrent enrollment. Limited to Special Education, Unified Early Childhood majors, admitted to College of Education and Human Sciences.

Consent: Instructor Consent Required

- *Cross-listed with UEC 493. Credit may not be earned in both courses.*

Candidates will assist/teach in an international early childhood classroom. Emphasis is on applying strategies for facilitating social interaction, literacy/numeracy, play, and communication between young children in the home language and English.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2
