# Feinstein School of Education and Human Development

Undergraduate Degree Programs

(*see also* Undergraduate Certificate Programs (p. 52))

Gerri August, Co-Dean

Julie Horwitz, Co-Dean

Lisa Owen, Associate Dean

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| --- | --- | --- |
|  | **Degree** | **Concentration** |
| Community Health and Wellness (p. 141) | B.S. | Community and Public Health Education |
|   |   | Health and Aging |
|   |   | Recreation and Leisure Studies |
|   |   | Wellness and Movement Studies |
|   |   | Women’s Health |
| Early Childhood Education (p. 144) | B.S. | Concentration in Teaching(Certification for PreK–Grade 2) |
|  | B.S. | Concentration in Community Programs |
|   | B.S. | Concentration in Birth to Three  |
|  | **Degree**  | **Content Major** |
| Elementary Education (p. 149) | B.A. | English (Certification for Grades 1–6) |
|   | B.A. | General Science (Certification for Grades 1–6) |
|   | B.A. | Mathematics (Certification for Grades 1–6) |
|   | B.A. | Multidisciplinary Studies (Certification for Grades 1–6) |
|   | B.A. | Social Studies(Certification for Grades 1–6) |
|   |
|  | **Degree** | **Major** |
| Health Education (p. 155) | B.S. |   |
| Physical Education (p. 157) | B.S. |   |
| Secondary Education (p. 160) | B.A. | Biology |
|   | B.A. | Chemistry |
|   | B.A. | English |
|   | B.A. | General Science |
|   | B.A. | History |
|   | B.A. | Mathematics |
|   | B.A. | Physics |
|   | B.A. | Social Studies |
| Special Education (p. 166) | B.S. | Mild/Moderate Disabilities, Elementary School Level |
|   | B.S. | Mild/Moderate Disabilities, Elementary School Level, and Severe Intellectual Disabilities |
|   | B.S. | Severe Intellectual Disabilities, Ages Three to Twenty-One |
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|   | **Degree**  | **Teaching Concentration**  |
| Technology Education (p. 171) | B.S. | Concentration in Teaching |
|   | B.S. | Concentration in Applied Technology |
| World Languages Education  (p. 172) | B.A.  | French, Portuguese, Spanish  |
| Youth Development (p. 176) | B.A. |   |

Elementary Education B.S.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in ELED 202 (or SPED 202), and recommendation to continue from the instructor.

3. A minimum grade of B- in all coursework, including an “acceptable” rating on primary course artifact. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.

4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.

5. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension from the B.S. in Elementary Education program with teaching concentration in Special Education.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |

Note: BIOL 100, MATH 144, PSCI 103, POL 201: The course also applies to General Education requirement.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 302 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| ELED 400 | Curriculum and Assessment with Instructional Technology | 3 | F, Sp |
| ELED 420 | Children's Literature and the Integrated Arts | 3 | F, Sp |
| ELED 422 | Developmental Reading | 3 | F, Sp |
| ELED 435 | Language Arts and ELL Instruction | 3 | F, Sp |
| ELED 436 | Teaching Social Studies to Diverse Learners | 3 | F, Sp |
| ELED 437 | Elementary School Science and Health Education | 3 | F, Sp |
| ELED 438 | Teaching Elementary School Mathematics | 3 | F, Sp |
| ELED 439 | Student Teaching in the Elementary School | 9 | F, Sp |
| ELED 469 | Best Practices: Instruction, Assessment, Classroom Management | 3 | F, Sp |

Note: Students cannot receive credit for both ELED 202 and SPED 202.

Total Credit Hours: 64

## Special Education

**Department of Special Education**

**Department Chair:** Ying Hui-Michael

**Professors** Dell, Hui-Michael, Imber, Lynch; **Associate Professors** LaCava, McDermott-Fasy; **Assistant Professors** Kemp, Pinheiro

Students in the Department of Special Education must meet the admission and retention requirements of their major (Elementary Education or Secondary Education) as well as the admission and retention requirements of the special education program.

Students are eligible for an initial educator certificate in special education in Rhode Island if they have successfully completed ALL teaching concentration requirements in their major (Elementary Education or Secondary Education) as well as ALL requirements for their special education concentration.

Admission Portfolio Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. 167)" for graduate requirements.)

B.S. Elementary and Special Education programs (i.e., Concentration in Mild/Moderate Grade 1-6, Severe Intellectual Disabilities) allow joint admission. See “FSEHD admission requirements (p. 138)."

Retention Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. 167)" for graduate requirements.)

1. A minimum cumulative GPA of 2.75 at Rhode Island College.

2. Completion of admission and retention requirements in an elementary or secondary teacher preparation program.

3. A minimum grade of B- in all coursework in Special Education courses, including at least an “acceptable” rating on primary course artifact.

4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension and/or dismissal from the Special Education program.

Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Course

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210 | Supporting Social, Emotional, and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
|  |  |  |  |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities  | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| SPED 454 | Practicum in Teaching Content-Based ESL  | 1 | F,Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
|  |  |  |  |
| ELED 440 | Capstone: STEAM/Project-Based Learning | 2 | F,Sp, Su |
|  | -Or- |  |  |
| SPED 460 | Capstone:: Specialized Language Programs | 2 | F,Sp |
|  |  |  |  |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Elementary Student Teaching: Mild/Moderate Disabilities | 9 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Total Credit Hours: 44

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Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).

Course Requirements

Courses

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| --- | --- | --- | --- |
|  |  |  |  |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210 | Supporting Social, Emotional, and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities  | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| SPED 454 | Practicum in Teaching Content-Based ESL  | 1 | F,Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 10 | F, Sp |
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Total Credit Hours: 42

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

**SPECIAL EDUCATION CONCENTRATION IN MILD/MODERATE DISABILITIES AND SEVERE INTELLECTUAL DISABILITIES**

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION

Course Requirements

Courses

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| --- | --- | --- | --- |
|  |  |  |  |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210 | Supporting Social, Emotional, and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities  | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| SPED 454 | Practicum in Teaching Content-Based ESL  | 1 | F,Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Elementary Student Teaching : Mild/Moderate Disabilities | 9 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8 | F, Sp |
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Total Credit Hours: 60

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

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# Course Descriptions - General Information

# Courses

## ELED - Elementary Education

ELED 202 - Teaching All Learners: Foundations and Strategies (4)

Teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral, and cultural differences among children are discussed. Assigned practicum required. Students cannot receive credit for both ELED 202 and SPED 202.

Prerequisite: FNED 101 and FNED 246, with a minimum grade of B-, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Fall.

ELED 300 - Concepts of Teaching Diverse Learners (3)

The technical skills of teaching and classroom organization in diversity responsive classrooms are presented and practiced. Observations and multicultural field experience are required. 4 contact hours.

Prerequisite: FNED 346, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

ELED 400 - Curriculum and Assessment with Instructional Technology (3)

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. A variety of texts will be analyzed and discussed including: elementary student work, elementary textbooks, and digital media.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

## SPED - Special Education

SPED 202 - Teaching All Learners: Foundations and Strategies (4)

Teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral, and cultural differences among children are discussed. Assigned practicum required. Students cannot receive credit for both SPED 202 and ELED 202.

Prerequisite: FNED 101 and FNED 246, with a minimum grade of B-, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Spring.

SPED 210 - **Supporting Social, Emotional, and Behavioral Learning (4)**

Students examine principles and procedures for supporting social, emotional, and behavioral needs of preschool through secondary level students across a multi-tiered system of support. Thirty hours of assigned practicum included.

Prerequisite: SPED 202 or ELED 202, and admission into the elementary and special education B. S. programs, or consent of department chair

Offered: Fall, Spring.

SPED 211 – Supporting Students with Communication Challenges (3)

Emphasis is placed on the processes of language development in children. Specific techniques for enhancing language development in children with disabilities are considered.

Prerequisite: SPED 202 or ELED 202, or consent of department chair.

Offered: Fall, Spring.

SPED 301– Inclusive Early Childhood Special Education (3)

Teacher candidates explore policy on early childhood special education and recommended practices to support the diverse needs of young children with exceptionalities and their families in inclusive environments.

Prerequisite: Admission to the FSEHD ECED Program or consent of department chair.

Offered: Fall, Spring.

SPED 305 - Supporting Infants/Toddlers with Special Needs (3)

Students learn history and current policy regarding special education and early intervention. Recommended practices and processes to effectively support infants and toddlers with special needs and their families are studied.

Prerequisite: Admission to the FSEHD ECED Program/Concentration, Birth to Three.

Offered: Spring.

SPED 312 - Assessment Procedures for Children and Youth with Disabilities (4)

Students examine principles and procedures of educational assessment for preschool through secondary level students across a multi-tiered system of supports. Thirty hours of assigned practicum included.

Prerequisite: SPED 202 or ELED 202, and admission into the elementary and special education B. S. programs, or consent of department chair.

Offered: Fall, Spring.

SPED 333 – Introduction to Special Education: Policies/Practices (3)

Special education policies/practices will be addressed. General educator candidates explore specific teaching strategies and legal/ethical implications for working with students/families with exceptionalities.

Prerequisite: Admission to and retention in a teacher preparation program; successful prior enrollment in ECED 322, ELED 422, HED 300, SED 406, ARTE 405 or TECH 406., or consent of department chair.

Offered: Fall, Spring.

SPED 412 – Intensive Intervention in Literacy(4)

Students examine assessment, curriculum, and methodology for providing intensive intervention in literacy to students with language-based learning differences. Thirty hours of assigned practicum included.

Prerequisite: ELED 324, ELED 326, SPED 210, SPED 211, and SPED 312, or consent of department chair.

Offered: Fall, Spring.

SPED 415 - Early Childhood Developmental Screening and Assessment (3)

Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 424 - Assessment/Instruction: Adolescents with Mild/Moderate Disabilities (4)

Assessment and instructional approaches for adolescents with mild/moderate disabilities at the middle grades or secondary level are analyzed. Thirty hour practicum required.

Prerequisite: SPED 300, SPED 310, SPED 312, admission to the Department of Special Education or consent of the department chair.

Offered: Spring.

SPED 427 - Career/Transition Planning: Adolescents with Mild/Moderate Disabilities (3)

Focus is on career and transition planning for adolescents with mild/moderate disabilities at the middle grades or secondary level. Observation/field experience required.

Prerequisite: SPED 300, SPED 310, SPED 312, admission to the Department of Special Education, or consent of department chair.

Offered: Spring.

SPED 433 – Special Education: Best Practices and Applications (3)

Primary learner characteristics guide lesson planning, instruction, and assessment to address the strengths/needs of students with exceptionalities. are

Prerequisite: Admission to and retention in a teacher preparation program; SPED 333, or consent of department chair.

Offered: Fall, Spring.

SPED 435 - Assessment/Instruction: Young Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 210, SPED 312, or consent of department chair.

Offered: Fall.

SPED 436 - Assessment/Instruction: Older Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: **SPED 210, SPED 312, or consent of department chair.**

Offered: Spring.

SPED 451: Teaching Culturally/Linguistically Diverse Students with Exceptionality (3)

Students explore theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs.

Prerequisites: SPED 210, SPED 211, SPED 312, or consent of department chair

Offered: Fall, Spring

SPED 453: Content-Based ESL Instruction for Exceptional Students (3)

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners. Students adapt instruction for English language learners’ identified disabilities.

Prerequisites: SPED 451, concurrent enrollment in SPED 454, or consent of department chair

Offered: Fall, Spring

SPED 454: Practicum in Teaching Content-Based Instruction (1)

Students put into practice the curriculum and instructional approaches for English language learners. Students integrate language, literacy, and content instruction while analyzing the adaptation of instruction for students' identified disabilities.

Prerequisites: SPED 451, concurrent enrollment in SPED 453, or consent of department chair

Offered: Fall, Spring

SPED 458 – STEM for Diverse Learners: Intensive Intervention (4)

Students analyze STEM curricula and instructional approaches for students with mild/moderate disabilities. Emphasis is placed on assessment and intervention in math and science for children with disabilities. Thirty hour assigned practicum included.

Prerequisite: ELED 438, SPED 210, SPED 312, or consent of department chair.

Offered: Fall, Spring.

**SPED 460: Capstone: Specialized Language Programs (2)**

Candidates explore the needs of students with language-based learning differences, reflecting upon how, where, and to what extent they, and their families, are being (or could be) served in schools.

Prerequisite: SPED 412

Offered: Fall, Spring, Summer.

SPED 470 - Collaboration: Home, School, and Community (3)

This course complements the Student Teaching semester to help prepare beginning special educators. Teacher candidates examine instructional planning/practices, assessment strategies, and collaborative approaches to working with families.

Prerequisite: Concurrent enrollment in SPED 471, or consent of the department chair.

Offered: Fall, Spring.

SPED 471 – Elementary Student Teaching: Mild/Moderate Disabilities (9)

In this culminating clinical experience, candidates demonstrate their competence in planning, implementing, and assessing learning experiences in elementary level classrooms that serve students with mild to moderate disabilities. Graded S/U.

Prerequisite: Concurrent enrollment in SPED 470; satisfactory completion of the admission and retention requirements for the mild to moderate special education and elementary education programs; passing score(s) on Praxis II Content Knowledge Tests; approved Preparing to Teach Portfolio in all applicable programs; and completion of the community service requirement. Undergraduate and second degree candidates must have a cumulative GPA of 2.75 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 472 - Student Teaching Seminar: SID (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues. This seminar meets weekly.

Prerequisite: Concurrent enrollment in SPED 473.

Offered: Fall, Spring.

SPED 473 - Student Teaching in SID (8-10)

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on all applicable Praxis II tests; approved Preparing to Teach Portfolio; completion of the community service requirement. A cumulative GPA of 2.75 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 501 - Assessment of Students with Mild/Moderate Disabilities (3)

Experienced teachers develop skill in the diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

Prerequisite: Graduate status and SPED 300 or equivalent.

Offered: Fall (as needed).

SPED 503 - Positive Behavior Interventions: Students with Disabilities (3)

Participants apply positive behavioral intervention and supports.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program,or consent of department chair.

Offered: Fall (as needed).

SPED 505 - Oral and Written Language: Classroom Intervention (3)

The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Spring (as needed).

SPED 513 - Orientation to the Education of Young Children with Special Needs (3)

The entire range of disabilities that become manifest during the period from birth to six is examined. Emphasis is on a delineation of the population, methods, and criteria for early identification.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

SPED 516 - Programs for Young Children with Disabilities (3)

An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized educational programs, curricular design, inclusion, assessing child progress, and family engagement.

Prerequisite: Graduate status and concurrent enrollment with SPED 668, SPED 513 and consent of program advisor.

Offered: Spring.

SPED 517 - Medical Aspects of Developmental Disabilities (3)

Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring.

SPED 518 - Reading Instruction for Students with Disabilities (3)

Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.

Prerequisite: Matriculation in a graduate program SPED 501 and SPED 505 or equivalents, or consent of department chair.

Offered: Spring.

SPED 519 - Professional Development for Cooperating Teachers (3)

Participants refine practices that support effective supervision and evaluation of professional practice in special education. Focus is on updates in the field of special education and resources. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

##