# General Education

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 104 | Multiple Voices: Europe in the World Since 1600 | 4 | F, Sp, Su |
| HIST 105 | Multiple Voices: Latin America in the World | 4 | F, Sp, Su |
| HIST 106 | Multiple Voices: Muslim People in the World | 4 | F, Sp, Su |
| HIST 107 | Multiple Voices: The United States in the World | 4 | F, Sp, Su |

Literature (L)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 100 | Studies in Literature | 4 | F, Sp, Su |
| ENGL 120 | Studies in Literature and Identity | 4 | F, Sp, Su |
| ENGL 121 | Studies in Literature and Nation | 4 | F, Sp, Su |
| ENGL 122 | Studies in Literature and the Canon | 4 | F, Sp, Su |
| ENGL 123 | Studies in Literature and Genre | 4 | F, Sp, Su |
| FREN 115 | Literature of the French-Speaking World | 4 | F, Sp |
| ITAL 115 | Literature of Italy | 4 | F, Sp |
| PORT 115 | Literature of the Portuguese-Speaking World | 4 | F, Sp |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |

Mathematics (M)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 139 | Contemporary Topics in Mathematics | 4 | F, Sp, Su |
| MATH 177 | Quantitative Business Analysis I | 4 | F, Sp, Su |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

Note: Completion of the Mathematics category of General Education does not satisfy the College Mathematics Competency. In addition, students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematics category of General Education.

Natural Science (NS)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |
| PHYS 101 | General Physics I | 4 | F, Su |
| PHYS 110 | Introductory Physics | 4 | Sp, F, Su |
| PHYS 200 | Mechanics | 4 | F |

Social and Behavioral Sciences (SB)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| AFRI 200 | Introduction to Africana Studies | 4 | F, Sp, Su (as needed) |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |
| ANTH 104 | Introduction to Anthropological Linguistics | 4 | F |
| ANTH 205 | Race, Culture, and Ethnicity: Anthropological Perspectives | 4 | Odd years |
| COMM 240  CEP 215 | Mass Media and Society  Introduction to Educational Psychology | 4  4 | F, Sp, Su  F, Sp, Su |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| GEND 200 | Gender and Society | 4 | F, Sp |
| GEOG 100 | Introduction to Environmental Geography | 4 | F, Sp, Su |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
| GEOG 206 | Disaster Management | 4 | F, Sp |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| POL 202 | American Government | 4 | F, Sp, Su |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 204 | Introduction to Political Thought | 4 | F, Sp |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |
| SOC 200 | Society and Social Behavior | 4 | F, Sp |
| SOC 202 | The Family | 4 | F, Sp, Su |
| SOC 204 | Urban Sociology | 4 | As needed |
| SOC 207 | Crime and Criminal Justice | 4 | F, Sp, Su |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |
| SOC 217 | Aging and Society | 4 | F, Sp, Su |

# General Information - Undergraduate

## Special Programs - Graduate

### Rhode Island Teacher Education (RITE) Program

Students who hold a baccalaureate degree and who have majored in or completed a substantial amount of coursework in an appropriate academic area (see appropriate academic areas below) may pursue the Secondary Education teaching certificate or for languages the PK-12 World Languages teaching certificate in that area through the RITE program. (This will appear on the transcript as a CUS; Certificate of Undergraduate Study, as the courses taken are undergraduate offerings.) This is *not* a degree program and courses taken in this program *cannot* be used in any graduate degree program at Rhode Island College. This program is designed so that successful applicants can, in most cases, complete the required course work within three consecutive semesters.

Appropriate academic areas are:

|  |  |
| --- | --- |
| • Biology | • Mathematics |
| • Chemistry | • Physics |
| • English | • Portuguese |
| • French | • Social Studies |
| • General Science | • Spanish |
| • History |  |

**RITE Admission Requirements**

1. A baccalaureate degree with a major equivalent to an undergraduate major at Rhode Island College in an appropriate academic area listed above.

2. A completed application submitted to the dean of the Feinstein School of Education and Human Development, including complete transcripts from a regionally or nationally accredited college or university.

3. A minimum cumulative G.P.A. of 2.75 in all previous undergraduate course work.

4. CORE, ACT or SAT with required score as established by the Rhode Island Department of Education. (This requirement is waived if the G.P.A. in undergraduate course work is a minimum of 3.0)

5. The minimum G.P.A. required in the academic major. Requirements for G.P.A.s in specific majors are available from the Department of Educational Studies.

6. Two Disposition Reference Forms from an instructor of a college course in the applicant’s academic major, or from a professional who can document the applicant’s experience with youth, or from a work supervisor.

7. A Statement of Education Philosophy.

8. A résumé outlining educational and work experience.

9. A personal interview with the RITE program major advisor.

10. A complete plan of study approved by the RITE program advisor, the chair of the Department of Educational Studies and the Feinstein School of Education and Human Development associate dean.

#### RITE Program Requirements

**The RITE program, in addition to any missing required content courses includes:**

CEP 315 Educational Psychology or CEP 215 Introduction to Educational Psychology

FNED 346: Schooling in a Democratic Society

SED 406: Instructional Methods, Design, and Technology

SED 407: Instructional Methods, Design, and Literacy (Secondary Education) or

CURR 410: Teaching World Languages in Elementary Education (PK-12 World Languages)

SED 411: Content and Pedagogy in Secondary Education

SED 412: Field Practicum in Secondary Education

SED 421: Student Teaching in the Secondary School

SED 422: Student Teaching Seminar in Secondary Education

SPED 433: Adaptation of Instruction for Inclusive Education

# Faculty of Arts and Sciences

## Art Education

Writing in the Discipline (p. 365)

**Department of Art**

**Department Chair:** Douglas Bosch

**Art Education Coordinator:** Rebecca Shipe

**Art Education Program Faculty: Associate Professor** Williams; **Assistant Professor** Shipe

Students **must** consult with their assigned advisor before they will be able to register for courses. The art education program, together with General Education courses, total more than 120 credit hours and may take longer than four years to complete.

Art Education B.S.

Admission Requirements

Students apply to the art education program while enrolled in or after completing ARTE 303: Introduction to Art Education by completing the Feinstein School of Education and Human Development (FSEHD) online application (see link below) and following the FSEHD admission application instructions. The Department of Art forwards recommendations to FSEHD through this online application. Applicants are then formally accepted into both the FSEHD and to the teacher preparation program in art education.

For acceptance into the teacher preparation program in art education, **students must fulfill the following requirements by the end of the semester in which they apply for admission:**

1. **All FSEHD admission requirements.** Please refer to the FSEHD section of this catalog (p. 138) and see www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Admission-Requirements.aspx.

2. **Art education program-specific admission requirements:**

a. Completion of a plan of study approved by assigned advisor.

b. Completion of a Declaration of Major Form.

c. Completion of six studio foundations courses (ART 101, ART 104, ART 105, ART 107, ART 114, ART 204 or ART 205), with a portfolio review resulting in a minimum grade of B- in each course.

d. Completion of ARTE 303: Introduction to Art Education, with a minimum grade of B-.

e. Three letters of recommendation from art faculty: one from the student’s 2-D or 3-D synthesis instructor, one from the student’s ARTE 303 instructor, and one from another art studio or art history faculty member.

f. Submission of Art Content Portfolio.

Note: For information on transferring credit for art studio courses taken at another institution or credit for advanced placement courses, see Transfer Portfolio Guidelines at www.ric.edu/art/pages/transfer-students.aspx or obtain guidelines in the main office of Alex and Ani Hall.

Retention Requirements

1. A minimum cumulative grade point average (GPA) of 2.75 each semester.

2. Completion of all required studio art and art history courses and all teacher education courses with a minimum grade of B-. (A portfolio review demonstrating minimum grade equivalency is required for program credit for studio art courses taken at another institution or credit for advanced placement courses.)

3. Completion of ARTE 404 and ARTE 405, with a minimum grade of B in each course.

4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Student-Teaching.aspx.

The Art Education Advisory Committee will review records of students who do not maintain this criteria. Such students may be dismissed from the program.

Course Requirements

Studio Foundations

|  |  |  |  |
| --- | --- | --- | --- |
| ART 101 | Drawing I: General Drawing | 4 | F, Sp |
| ART 104 | Design I: Two-Dimensional Design | 4 | F, Sp |
| ART 105 | Drawing II | 3 | F, Sp |
| ART 107 | Foundations in Digital Media | 3 | F, Sp, Su |
| ART 114 | Design II: Three-Dimensional Design | 3 | F, Sp |
| ART 204 | Synthesis/Three-Dimensional Emphasis | 3 | F, Sp |
| ART 205 | Synthesis/Two-Dimensional Emphasis | 3 | F, Sp |

Art History/Aesthetics

|  |  |  |  |
| --- | --- | --- | --- |
| ART 231 | Prehistoric to Renaissance Art | 4 | F, Sp, Su |
| ART 232 | Renaissance to Modern Art | 4 | F, Sp, Su |
| PHIL 230 | Aesthetics | 4 | F, Sp, Su |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ART 331 | Greek and Roman Art | 3 | Sp |
| ART 332 | Renaissance Art | 3 | F |
| ART 333 | Baroque Art | 3 | Sp |
| ART 334 | American Art and Architecture | 3 | F |
| ART 336 | Nineteenth-Century European Art | 3 | F |
| ART 337 | Twentieth-Century Art | 3 | Sp, Su |
| ART 338 | History of Photography | 3 | Sp |
| ART 461 | Seminar in Art History | 3 | F, Sp |

Studio Art

|  |  |  |  |
| --- | --- | --- | --- |
| ART 202 | Painting I | 3 | F, Sp |
| ART 206 | Ceramics I | 3 | F, Sp |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| ART 208 | Printmaking: Intaglio and Monotype | 3 | Sp |
| ART 217 | Introduction to Photography | 3 | F, Sp |
| ART 218 | Printmaking: Lithography and Relief | 3 | F |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| ART 221 | Metalsmithing and Jewelry: Basic Fabrication/Forming | 3 | F, Sp |
| ART 223 | Metalsmithing and Jewelry: Casting/Duplication Processes | 3 | F, Sp |
| ART 234 | Sculpture: Wood and Alternate Materials | 3 | Sp |
| ART 235 | Sculpture: Metal Fabrication | 3 | F |

ONE COURSE at Studio Level II:

|  |  |  |  |
| --- | --- | --- | --- |
| ART 302 | Painting II | 3 | F, Sp |
| ART 306 | Ceramics II | 3 | F, Sp |
| ART 324 | Graphic Design II | 3 | F, Sp |
| ART 347 | Photography II | 3 | F, Sp |
|  |  |  |  |
|  | -Or- |  |  |
|  | Level II digital media design or metalsmithing and jewelry or printmaking or sculpture by special arrangement and with consent of department chair | 3 |  |

ONE COURSE at Studio Level III:

|  |  |  |  |
| --- | --- | --- | --- |
| ART 40X | Studio III | 3 | F, Sp |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ARTE 303 | Introduction to Art Education | 3 | F, Sp |
| ARTE 404 | Secondary Practicum in Art Education | 3 | F, Sp |
| ARTE 405 | Elementary Practicum in Art Education | 3 | F, Sp |
| ARTE 426 | Student Teaching in Art Education | 10 | F, Sp |
| ARTE 464 | Student Teaching Seminar in Art Education | 2 | F, Sp |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |

Total Credit Hours: 88

Art Education B.F.A.

Admission Requirements

Students apply to the art education program while enrolled in or after completing ARTE 303: Introduction to Art Education by completing the Feinstein School of Education and Human Development (FSEHD) online application (see link below) and following the FSEHD admission application instructions. The Department of Art forwards recommendations to FSEHD through this online application. Applicants are then formally accepted into both the FSEHD and to the teacher preparation program in art education.

For acceptance into the teacher preparation program in art education, **students must fulfill the following requirements by the end of the semester in**  **which they apply for admission:**

1. **All FSEHD admission requirements.** Please refer to the FSEHD section of this catalog (p. 138) and see www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Admission-Requirements.aspx.

2. **Art education program-specific admission requirements, as follows:**

a. Completion of a plan of study approved by assigned advisor.

b. Completion of a Declaration of Major Form, indicating studio concentration.

c. Completion of all studio foundations courses, with a portfolio review resulting in a minimum grade of B- in each course.

d. Completion of ARTE 303: Introduction to Art Education, with a minimum grade of B-.

e. Three letters of recommendation from art faculty: one from the student’s 2-D or 3-D synthesis instructor, one from the student’s ARTE 303 instructor, and one from another art studio or art history faculty member.

f. Completion of the Studio I course in the concentration, with a minimum grade of B.

g. Submission of a B.F.A. application.

h. A positive portfolio review. The portfolio must include work from studio foundations courses and the introductory studio art course in the concentration. Portfolios are reviewed once per semester. Review dates are posted in Alex and Ani Hall.

i. Submission of Art Content Portfolio.

Note: For information on transferring credit for art studio courses taken at another institution or credit for advanced placement courses, see Transfer Portfolio Guidelines at www.ric.edu/art/Pages/Transfer- Students.aspx or obtain guidelines in the main office of Alex and Ani Hall.

Retention Requirements

1. A minimum cumulative grade point average (GPA) of 2.75 each semester.

2. A minimum grade of B in all studio concentration courses, and a minimum grade of B- in all other required studio and art history courses and in all teacher education courses. (A portfolio review demonstrating minimum grade equivalency is required for program credit for studio art courses taken at another institution or credit for advanced placement courses.)

3. Completion of ARTE 404 and ARTE 405, with a minimum grade of B in each course.

4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Student-Teaching.aspx.

The Art Education Advisory Committee will review records of students who do not maintain this criteria. Such students may be dismissed from the program.

Course Requirements

Studio Foundations

|  |  |  |  |
| --- | --- | --- | --- |
| ART 101 | Drawing I: General Drawing | 4 | F, Sp |
| ART 104 | Design I: Two-Dimensional Design | 4 | F, Sp |
| ART 105 | Drawing II | 3 | F, Sp |
| ART 107 | Foundations in Digital Media | 3 | F, Sp, Su |
| ART 114 | Design II: Three-Dimensional Design | 3 | F, Sp |
| ART 204 | Synthesis/Three-Dimensional Emphasis | 3 | F, Sp |
| ART 205 | Synthesis/Two-Dimensional Emphasis | 3 | F, Sp |

Art History

|  |  |  |  |
| --- | --- | --- | --- |
| ART 231 | Prehistoric to Renaissance Art | 4 | F, Sp, Su |
| ART 232 | Renaissance to Modern Art | 4 | F, Sp, Su |
| ART 337 | Twentieth-Century Art | 3 | Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ART 331 | Greek and Roman Art | 3 | Sp |
| ART 332 | Renaissance Art | 3 | F |
| ART 333 | Baroque Art | 3 | Sp |
| ART 334 | American Art and Architecture | 3 | F |
| ART 336 | Nineteenth-Century European Art | 3 | F |
| ART 338 | History of Photography | 3 | Sp |

Courses in Concentration

Students select a studio concentration in ceramics, digital media, graphic design, metalsmithing and jewelry, painting, photography, printmaking, or sculpture.

Painting: X=1; Ceramics: X=2; Sculpture: X=3; Graphic Design: X=4; Metalsmithing and Jewelry: X=5; Photography: X=6; Printmaking: X=7; Digital Media: X=8.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Studio I (one 200-level course) | 3 |  |
|  | Studio II (one 200- or 300-level course) | 3 |  |
| ART 400 | Issues for the Studio Artist | 4 | F, Sp |
| ART 40X | Studio III | 3 | F, Sp |
| ART 41X | B.F.A. Studio III | 3 | F, Sp |
| ART 42X | Studio IV | 3 | F, Sp |
| ART 43X | B.F.A. Studio IV | 3 | F, Sp |
| ART 44X | Studio V | 3 | F, Sp |
| ART 45X | B.F.A. Studio V | 3 | F, Sp |

Additional Studio Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ART 202 | Painting I | 3 | F, Sp |
| ART 206 | Ceramics I | 3 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ART 208 | Printmaking: Intaglio and Monotype | 3 | Sp |
| ART 217 | Introduction to Photography | 3 | F, Sp |
| ART 218 | Printmaking: Lithography and Relief | 3 | F |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ART 221 | Metalsmithing and Jewelry: Basic Fabrication/Forming | 3 | F, Sp |
| ART 223 | Metalsmithing and Jewelry: Casting/Duplication Processes | 3 | F, Sp |
| ART 234 | Sculpture: Wood and Alternate Materials | 3 | Sp |
| ART 235 | Sculpture: Metal Fabrication | 3 | F |

Electives

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE ADDITIONAL STUDIO COURSE at the 200- or 300-level | 3 |  |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ARTE 303 | Introduction to Art Education | 3 | F, Sp |
| ARTE 404 | Secondary Practicum in Art Education | 3 | F, Sp |
| ARTE 405 | Elementary Practicum in Art Education | 3 | F, Sp |
| ARTE 426 | Student Teaching in Art Education | 10 | F, Sp |
| ARTE 464 | Student Teaching Seminar in Art Education | 2 | F, Sp |
| CEP 215 | Introduuction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

Total Credit Hours: 112

Music in Music Education B.M.

Course Requirements

Music Theory

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 230 | Music Theory I | 3 | F |
| MUS 232 | Music Theory II | 3 | Sp |
| MUS 234 | Music Theory III | 3 | F |
| MUS 236 | Music Theory IV | 3 | Sp |

Sight Singing and Ear Training

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 113 | Basic Rhythm | 1 | F, Sp |
| MUS 231 | Sight Singing and Ear Training I | 1 | F |
| MUS 233 | Sight Singing and Ear Training II | 1 | Sp |
| MUS 235 | Sight Singing and Ear Training III | 1 | F |
| MUS 237 | Sight Singing and Ear Training IV | 1 | Sp |

Music History and Literature

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 205 | Music History and Literature I | 3 | F |
| MUS 206 | Music History and Literature II | 3 | Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 310 | Medieval and Renaissance Music | 3 | Sp (even years) |
| MUS 311 | Music of the Baroque | 3 | F (even years) |
| MUS 312 | Music of the Classical Era | 3 | Sp (odd years) |
| MUS 313 | Music of the Romantic Period | 3 | F (odd years) |
| MUS 314 | Twentieth-Century Music | 3 | Sp (even years) |

Class Instruments

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 104 | Class Piano I | 2 | F, Sp |
| MUS 105 | Class Piano II | 2 | F, Sp |
| MUS 106 | Class Strings | 1 | Sp |
| MUS 107 | Class Voice | 1 | Sp |
| MUS 110 | Brass Class | 1 | F |
| MUS 111 | Woodwinds Class | 1 | Sp |
| MUS 112 | Percussion Class | 1 | F |
| MUS 308 | Fundamentals of Conducting | 2 | F |

Note: (1) All students are required to take MUS 169. (2) Voice majors are required take MUS 210 and MUS 211.

Applied Music

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 494 | Independent Study II | 3 | As needed |

SEVEN SEMESTERS of each of the following groups:

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 091 | Student Recital Series |  | F, Sp |
| MUS 161-163 | Large Ensembles | 0.5 | F, Sp |
| MUS 270–286 or 288–289 | Applied Music (in one instrument) | 14 |  |

ONE SEMESTER in a second major ensemble

Note: Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music.

Related Requirements

TWO SEMESTERS of either

|  |  |  |  |
| --- | --- | --- | --- |
| MUS 164-166 | Chamber Ensembles | 1 | F, Sp |
|  | -Or- |  |  |
| MUS 268 | Opera Workshop | 1 | F, Sp |

MUS 164-166: Keyboard majors may substitute 1 credit hour of MUS 164 for 1 credit hour of MUS 366.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| MUSE 212 | Introduction to Music Education | 1 | F |
| MUSE 412 | Practicum in Music Education I | 4 | Sp |
| MUSE 413 | Practicum in Music Education II | 4 | F |
| MUSE 414 | Practicum in Music Education III | 4 | Sp |
| MUSE 424 | Student Teaching in Music Education | 10 | F, Sp |
| MUSE 460 | Student Teaching Seminar in Music Education | 2 | F, Sp |

Total Credit Hours: 90

# Feinstein School of Education and Human Development

## Early Childhood Education

Writing in the Discipline (p. 388)

**Department Chair:** Patricia Cordeiro

**Early Childhood Education Graduate Program Director:** Mary Ellen McGuire-Schwartz

**Early Childhood Undergraduate Program Coordinator:** Leslie Sevey

**Early Childhood Program Faculty: Associate Professor** McGuire-Schwartz, Sevey; **Assistant Professor** Zoll

Students **must** consult with their assigned advisor before they will be able to register for courses.

Early Childhood Education B.S.

Program Admission Requirements

Admission to program is dependent upon prior admission into the Feinstein School of Education and Human Development.  
  
Students will select a concentration and follow the same core program of coursework until the final semester of the program where they will either complete a student teaching experience or an internship. Concentration options include:

• Concentration in Teaching (certification Pre-K through Grade 2)

• Concentration in Community Programs

• Concentration in Birth to Three

Fifth-Year Master’s Program Option

Applicants to this program will have the option of applying to the fifth-year master’s program in early childhood special education, which will fulfill the requirements for Early Childhood Special Education Certification.

Concentration in Teaching

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses.

3. Recommendation to continue from course instructors and clinical instructors.

Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 290 | Early Childhood Education and Social Work | 3 | F |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: MATH 144, PSYC 110: Count toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ARTE 340 | Methods and Materials in Art Education | 2 | F, Sp, Su |
| ECED 439 | Student Teaching in Early Childhood Settings | 9 | Sp |
| ECED 469 | Best Practices in Early Childhood Settings | 3 | Sp |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| HPE 345 | Wellness for the Young Child | 3 | Sp, Su |
| MUSE 241 | Methods and Materials in Music Education | 2 | F, Sp, Su |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F |
| ECED 302 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp |
| ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 419 | Early Care and Education, Birth to Three Years | 3 | F |
| ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp |
| ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp |
| ECED 425 | Developmental Literacy and the Language Arts II | 4 | F |
| ECED 429 | Early Childhood Social Studies and Science | 4 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Note: Program adds to 77 credit hours without general education courses.

Total Credit Hours: 85

Concentration in Community Programs

Note: This program does not lead to RIDE teaching certification.

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current, valid BCI's at various times throughout the program in order to participate in practicum experiences.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses.

3. Recommendation to continue from course instructors and clinical instructors.

Records of students who do not maintain good standing or who receive a recommendation to continue with concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 290 | Early Childhood Education and Social Work | 3 | F |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

MATH 144, PSYC 110: Count toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ARTE 340 | Methods and Materials in Art Education | 2 | F, Sp, Su |
| ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp |
| ECED 449 | Early Childhood Community Program Internship | 6 | Sp, F |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| HPE 345 | Wellness for the Young Child | 3 | Sp, Su |
| MUSE 241 | Methods and Materials in Music Education | 2 | F, Sp, Su |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F |
| ECED 302 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp |
| ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 419 | Early Care and Education, Birth to Three Years | 3 | F |
| ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp |
| ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp |
| ECED 425 | Developmental Literacy and the Language Arts II | 4 | F |
| ECED 429 | Early Childhood Social Studies and Science | 4 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Note: Program adds to 75 credit hours without general education courses.

Total Credit Hours: 82

Concentration in Birth to Three

Note: This program does not lead to RIDE teaching certification.

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better) and ECED 290 (grade of B- or higher), and an overall G.P.A. of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences.

Retention Requirements

1. Minimum overall G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses.

3. Recommendation to continue from course instructors and clinical instructors.

Records of students who do no maintain good standing or receive a recommendation to continue with concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ECED 290 | Early Childhood Education and Social Work | 3 | F |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: PSYC 110 counts toward General Education requirements.

Professional/Major Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 302 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 310 | Contextualizing Infant Toddler Education | 3 | F |
| ECED 312 | Infant Toddler Cognitive Development and Learning | 3 | F |
| ECED 314 | Infant Toddler Social/Emotional Development and Learning | 3 | Sp |
| ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 410 | Infant Toddler Field Experience I | 4 | Sp |
| ECED 412 | Infant Toddler Field Experience II | 4 | F |
| ECED 416 | Infant Toddler Language Development and Learning | 3 | F |
| ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp |
| ECED 449 | Early Childhood Community Program Internship | 6 | Sp |
| ECED 479 | Best Practices in Infant Toddler Settings | 3 | Sp |
| HPE 344 | Infant Toddler Health and Wellness | 3 | F |
| SPED 305 | Supporting Infants/Toddlers with Special Needs | 3 | F |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |

Note: Program adds to 54 credit hours without general education courses.

Total Credit Hours: 58

## Elementary Education

Writing in the Discipline (p. 388)

**Department of Elementary Education**

**Department Chair:** Carolyn Obel-Omia

**B.A. in Elementary Education Program Coordinator:** Patricia Cordeiro

**B.S. in Elementary Education Program Coordinator:** Linda Capalbo

**Elementary Education Program Faculty: Professors** Goodrow, Halquist, Henshaw, Kniseley, Lawrence,  McGuire-Schwartz; **Associate Professors** Cotti, Horn, Obel-Omia, Sevey; **Assistant Professors** Capalbo, Zoll

Students in elementary education are awarded either a B.A. or a B.S. degree.

• The B.A. is awarded to students choosing a content major (Multidisciplinary Studies, English, General Science, Mathematics, or Social Studies).

• The B.S. is awarded to students electing a teaching concentration in special education.

Elementary Education B.A.

Some programs, including the middle grades certification program, will total more than 120 credits and may take longer than four years to complete.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in ELED 300, and recommendation to continue from the instructor.

3. A minimum grade of B- in all other professional courses and a recommendation to continue from each instructor. 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.

Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Other Requirements

In addition to completing courses in elementary education, students must also complete the following requirements. See FSEHD website for additional information.

• A Preparing to Teach Portfolio

• Community service requirement

• Elementary physical education requirement

Course Requirements

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ELED 300 | Concepts of Teaching Diverse Learners | 3 | F, Sp |
| 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 |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

Total Credit Hours: 47

Content Major Course Requirements

• Content majors include: (A) Multidisciplinary Studies, (B) English, (C) General Science, (D) Math, and (E) Social Studies.

• Students who would like to be eligible to pursue a middle grades certificate (5-8) must choose a content major in English, general science, social studies, or math. See Middle Grades Certification coursework (p. 164) for further information.

• Students who do not want to pursue a middle grades certificate may choose any content major, but multi-disciplinary studies is strongly recommended.

Elementary Education B.S.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in ELED 302 (or SPED 302), 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 302 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 302 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| CEP 215 | Introduction to Educational Psychology | 4 | 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 302 and SPED 302.

Total Credit Hours: 65

## Health Education

Writing in the Discipline (p. 388)

**Department of Health and Physical Education**

**Department Chair:** Robin Kirkwood Auld

**B.S. in Health Education Undergraduate Program Director:** Susan Clark

**M.Ed. in Health Education Graduate Program Director:** Carol Cummings

**Health Education Program Faculty: Associate Professor** Cummings; **Assistant Professors** Clark,  England, Kennedy

Students **must** consult with their assigned advisor before they will be able to register for courses.

Health Education B.S.

Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in HPE 300 and HPE 418, and a recommendation to continue from the instructors of each course.

3. A minimum grade of B- in all other required and professional courses.

4. Completion of the Professional Service Retention Requirement prior to enrolling in HPE 424.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 102 | Personal Health | 3 | F, Sp, Su |
| HPE 140 | Foundations of Wellness and Health Promotion | 3 | F, Sp |
| HPE 200 | Promoting Health and Well-Being in Schools | 3 | F, Sp |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 325 | Assessment in Health and Physical Education | 3 | F |
| HPE 404 | School Health and Physical Education Leadership | 3 | Sp |
| HPE 410 | Stress Management | 3 | F, Sp |
| HPE 431 | Drug Education | 3 | F, Sp |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| HPE 300 | Concepts of Teaching | 3 | F, Sp |
| HPE 417 | Practicum In Elementary Health Education | 3 | F |
| HPE 418 | Practicum in Secondary Health Education | 3 | Sp |
| HPE 422 | Student Teaching Seminar in Health Education | 2 | F, Sp |
| HPE 424 | Student Teaching in Health Education | 10 | F, Sp |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

Note: Students must present current certification in basic first aid, adult-child-infant CPR, and AED in order to student teach.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: BIOL 108: Fulfills the Natural Science category of General Education.

Note: BIOL 335: Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Note: PSYC 110: Fulfills the Social and Behavioral Sciences category of General Education.

Total Credit Hours: 78

## Physical Education

Writing in the Discipline (p. 388)

**Department of Health and Physical Education**

**Department Chair:** Robin Kirkwood Auld

**Physical Education Undergraduate Program Coordinator**: Karen Castagno

**Adapted Physical Education Undergraduate Program Coordinator:** Kerri Tunnicliffe

**Physical Education Program Faculty: Professor** Castagno; **Associate Professors** Auld, Tunnicliffe; **Assistant Professors** Heath, Pepin

Students **must** consult with their assigned advisor before they will be able to register for courses.

Physical Education B.S.

Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in HPE 413 and HPE 414; and a recommendation to continue from the instructors of each course.

3. A minimum grade of B- in all other required and professional courses.

4. Completion of the Professional Service Retention Requirement prior to enrolling in HPE 425.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 102 | Personal Health | 3 | F, Sp, Su |
| HPE 140 | Foundations of Wellness and Health Promotion | 3 | F, Sp |
| HPE 243 | Motor Development and Motor Learning | 3 | F, Sp |
| HPE 301 | Principles of Teaching Activity | 3 | F, Sp |
| HPE 325 | Assessment in Health and Physical Education | 3 | F |
| HPE 404 | School Health and Physical Education Leadership | 3 | Sp |
| HPE 409 | Adapted Physical Education | 3 | Sp |
| HPE 411 | Kinesiology | 3 | F |
| HPE 415 | Teaching/Assessment in Adapted Physical Education | 3 | F |
| HPE 420 | Physiological Aspects of Exercise | 3 | Sp |

Activities Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 313 | Elementary Activities | 3 | F |
| HPE 314 | Middle School Activities | 3 | F |
| HPE 315 | High School Activities | 3 | F |

Note: Students must also demonstrate basic-level competency in aquatics by providing evidence of satisfactory completion of an entry-level or higher swimming course or its equivalent prior to student teaching. Materials explaining ways to fulfill this requirement are available in the Department of Health and Physical Education.

Note: Students must present current certification in basic first aid and adult-child-infant CPR and AED in order to student teach.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| HPE 413 | Practicum in Elementary Physical Education | 3 | Sp |
| HPE 414 | Practicum In Secondary Physical Education | 3 | Sp |
| HPE 423 | Student Teaching Seminar in Physical Education | 2 | F, Sp |
| HPE 425 | Student Teaching in Physical Education | 10 | F, Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

Note: BIOL 108: Fulfills the Natural Science category of General Education.

Note: BIOL 335: Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Specialization in Adapted Physical Education

Students who anticipate working with special populations in Physical Education must meet the following additional requirement in order to qualify to take the HPE 444: Specialization in Adapted Physical Education course: Maintain a minimum grade of B in each of the following courses: HPE 409, HPE 413, HPE 414 and HPE 415; and SPED 433.

The purpose of HPE 444 is to offer an additional option for undergraduates to earn an Adapted Physical Education Certificate through RIDE. The alternative option must be earned by maintaining a B in all classes listed above. The course consists of a minimum of three full weeks of documented hands on experience with K-12 schoolchildren in an adapted physical education setting under the supervision of a certified Adapted Physical Educator in the State of Rhode Island. All competencies for certification will be met during this period of time.

Total Credit Hours: 80

## Secondary Education

**Department of Educational Studies**

**Department Chair:** Gerri August

**Secondary Education Program Faculty: Professors** August, Bigler, Bogad, Cvornyek, Horwitz, Johnson, La Ferla, McLaughlin Jr.; **Associate Professors** Brell Jr., Christy, Guilbault, McKamey, Tiskus, Williams; **Assistant Professors** Basile, Benson, Blankenship, Caswell, Hesson, Kraus, Shipe, Sox

Students **must** consult with their assigned advisor before they will be able to register for courses.

Secondary Education B.A.

Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in all teacher education courses.

3. A satisfactory GPA in the major area.

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

If a student’s GPA falls below the minimum 2.75, or if the required GPA in the major falls below the minimum, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SED 406 | Instructional Methods, Design, and Technology | 3 | F, Sp |
| SED 407 | Instructional Methods, Design, and Literacy | 3 | F, Sp |
| SED 411 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 412 | Field Practicum in Secondary Education | 2 | F |
| SED 421 | Student Teaching in the Secondary School | 10 | Sp |
| SED 422 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

SED 411: To be admitted into SED 411 and SED 412, students must submit passing scores for both the Praxis II content tests and the Praxis II: Principles of Learning and Teaching Tests.

SPED 433: Students electing a teaching concentration in special education are not required to take SPED 433.

See Secondary Education Majors and Concentrations (p. 160) for further requirements.

Total Credit Hours: 35

## Technology Education

**Department of Educational Studies**

**Department Chair:** Gerri August

**Technology Education Program Coordinator:** Charles McLaughlin

**Technology Education Program Faculty:** **Professor** McLaughlin Jr.

Students **must** consult with their assigned advisor before they will be able to register for courses.

Technology Education B.S.

Course Requirements for Concentration in Teaching

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| TECH 200 | Introduction to Technological Systems and Processes | 3 | F, Sp |
| TECH 202 | Design Processes | 3 | F |
| TECH 204 | Energy and Control Systems | 3 | Annually |
| TECH 216 | Computer-Aided Design | 3 | As needed |
| TECH 300 | Orientation to Technology Education | 4 | F, Sp |
| TECH 306 | Automation and Control Processes | 3 | F |
| TECH 326 | Communication Systems | 3 | F |
| TECH 327 | Construction Systems | 3 | Sp |
| TECH 328 | Manufacturing Systems | 3 | Sp |
| TECH 329 | Transportation Systems | 3 | Annually |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |
| TECH 406 | Methods in Technology Education | 4 | F, Sp |
| TECH 407 | Practicum in Elementary Technology Education (Grades K through Six) | 4 | Sp |
| TECH 408 | Practicum in Technology Education (Grades Seven through Twelve) | 4 | F |
| TECH 421 | Student Teaching in Technology Education | 10 | F, Sp |
| TECH 422 | Student Teaching Seminar in Technology Education | 2 | F, Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| MATH 120 | Intermediate Algebra | 4 | F, Sp, Su |
| MATH 139 | Contemporary Topics in Mathematics | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Total Credit Hours: 82

## World Languages Education

**Department of Educational Studies**

**Department Chair**: Gerri August

World Languages Education B.A.

**Admission Requirements**

For acceptance into the teacher preparation program in world languages education, students must fulfill the following requirements by the end of the semester in which they apply for admission:

1. All FSEHD admission requirements. Please refer to the FSEHD (p. 138) section of this catalog or go to www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx.

2. Completion of 24 credit hours, including 8 in the content major

**Retention Requirements**

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in all teacher education courses.

3. A GPA of 3.0 or higher in the major area.

4. Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.  
  
If a student’s GPA falls below the minimum of 2.50, or if the required GPA in the major falls below the minimum of 3.0, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the world languages education program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| CURR 410 | Teaching World Languages in Elementary Education | 4 | Sp as needed |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SED 406 | Instructional Methods, Design, and Technology | 3 | F, Sp |
| SED 411 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 412 | Field Practicum in Secondary Education | 2 | F |
| SED 421 | Student Teaching in the Secondary School | 10 | Sp |
| SED 422 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

Total Credit Hours: 36

Note: SED 411 and SED 412: To be admitted into SED 411 and SED 412, students must submit passing scores for the language-specific ETS language content exam, the language-specific Oral Proficiency Interview (Advanced Low or higher) and the Praxis II: Principles of Learning and Teaching 7-12 Test #5624 (score of 157 or higher).

Note: SED 421 and SED 422: To be admitted into SED 421 and SED 422, the student must have passed the Modern Languages Department content exam and have completed all other required courses.

Note: SPED 433: Students electing a teaching concentration in special education are not required to take SPED 433.

## Youth Development

**Department of Educational Studies**

**Department Chair**: Gerri August

**Youth Development Program Co-Directors**: Lesley Bogad and Corrine McKamey

**Youth Development Program Faculty: Professor** Bogad; **Associate Professor** McKamey

Students must consult with their assigned advisor before they will be able to register for courses. Successful completion of the youth development program leads to a B.A. degree and a Rhode Island College Certificate in Nonprofit Studies.

Youth Development B.A.

Retention Requirements:

1. A grade of C or better in all program courses.

2. Positive recommendations from all field supervisors.

3. A current criminal background check prior to field experiences.

Course Requirements

Education Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| YDEV 300 | Introduction to Youth Development | 4 | F, Sp |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| YDEV 352 | Seminar in Youth Development | 3 | F |
| YDEV 353 | Field Experience in Youth Development | 1 | F |
| YDEV 412 | Advanced Issues in Youth Development | 3 | Sp |
| YDEV 413 | Internship in Youth Development | 4 | Sp |

Note: YDEV 413: This course satisfies the elective requirement in the Nonprofit Management Cognates below.

CHOOSE ONE

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |
| PSYC 230 | Human Development | 4 | F, Sp, Su |

Note: It is recommended that students also take PSYC 110 as their Social and Behavior Science General Education course requirement.

Social Work Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| SWRK 200 | Introduction to Social Work | 4 | F, Sp, Su |
| SWRK 301 | Policy Analysis and Practice | 4 | F, Sp, Su |
| SWRK 324 | Diversity and Oppression I | 4 | F, Sp, Su |
| SWRK 325 | Diversity and Oppression II | 4 | F, Sp, Su |
| SWRK 326 | Generalist Social Work Practice | 4 | F, Sp |

Nonprofit Management Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| NPST 400 | Institute in Nonprofit Studies | 4 | Su |
| NPST 401 | Financial Management for Nonprofits | 3 | F |
| NPST 402 | Staff and Volunteer Management for Nonprofits | 3 | Sp |
| NPST 404 | Communications and Resource Development for Nonprofits | 3 | Sp |
| ELECTIVE | ONE COURSE in an aspect of nonprofit organizations or philanthropy | 3-4 |  |

YDEV 413: This course satisfies the elective requirement above.

The Nonprofit Management Cognates satisfy the requirements for the Certificate in Nonprofit Studies.

Total Credit Hours: 59-64

Additional Requirement

Choose one:

1.  Minor (18-24 credits)

Select one minor from the college offerings.  Must be approved  by program advisor.

2. Concentration of courses related to field of interest (15-20 credits)

     Select a minimum of 15 credit hours related to field of interest. Must be approved by progam advisor.

Total Credit Hours: 73-88

# Course Descriptions - General Information

BIOL 491-494 - Research in Biology (1-4)

The experimental aspects and recent advances in different fields of biology are examined. Research projects and papers on the work accomplished are required. Not open to students enrolled in the M.A. program in biology.

Prerequisite: Two 300-level biology courses and consent of instructor, department chair and dean.

Offered: Fall, Spring, Summer

BIOL 526 - Molecular Cell Physiology (3)

Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Lecture.

Prerequisite: Graduate status, BIOL 320, CHEM 205, CHEM 206.

Offered: As needed.

BIOL 531 - Mammalian Endocrinology (3)

Topics include neuroendocrinology, hypothalamic-pituitary relationships, mechanisms of hormone action, endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, and water/electrolyte balance. Lecture.

Prerequisite: Graduate status, two 300-level or above biology courses and consent of department chair.

Offered: As needed.

BIOL 532 - Advanced Developmental Biology (4)

The molecular regulation of development, differentiation, control of the cell cycle, and regeneration are examined, with emphasis on recent research. Lecture and laboratory. 6 contact hours.

Prerequisite: Graduate status, BIOL 221, BIOL 300, BIOL 320, or equivalents.

Offered: As needed.

BIOL 533 - Research Methods in Molecular Biology (4)

Students undertake a single semester-long research project, which requires the integration of diverse biological facts, principles, and techniques in order to answer a novel biological question.

Prerequisite: Graduate status or senior undergraduate status, with consent of department instructor, chair and dean.

Offered: As needed.

BIOL 535 - Advanced Physiology I (4)

Examination of human physiology and pathophysiology in relationship to anesthesia practice. This course will utilize a systems approach to the topics of cellular physiology, neurophysiology, cardiovascular and respiratory physiology.

Prerequisite: Enrollment in the M.S.N. nurse anesthesia program or permission of the instructor.

Offered: Fall.

BIOL 536 - Advanced Physiology II (4)

Continuation of the examination of human physiologic concepts. This course will utilize a systems approach to the topics of renal and acid-base, gastrointestinal, and endocrine concepts.

Prerequisite: Graduate status and BIOL 535.

Offered: Spring.

BIOL 560 - Graduate Seminar (1)

Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.

Prerequisite: Graduate status. Open to undergraduates with consent of instructor, department chair and dean.

Offered: Fall.

BIOL 651-654 - Advanced Topics in Biology (1-4)

Individual study is provided under the direction of a faculty member of the biology department. Topics vary.

Prerequisite: Normally open only to students enrolled in the M.A. program in biology.

Offered: Fall, Spring, Summer.

BIOL 691-696 - Directed Research (1-6)

Students investigate an experimental question in biology under the direction of an advisor.

Prerequisite: Enrollment in the C.G.S. in Modern Biological Sciences or M.A. in Biology program and consent of advisor and department chair.

Offered: Fall, Spring, Summer.

## CTE - Career and Technical Education

CTE 300 - Methods of Teaching Career and Technical Education (4)

Students are introduced to teaching career and technical education at the secondary and post-secondary levels. Topics include basic planning and teaching skills, writing skills, and strategies for identifying, organizing, and presenting lessons. (Only open to students enrolled for career and technical education certification.)

Prerequisite: CEP 215 or CEP 315 or equivalent, with minimum grade of C; minimum GPA of 2.50 in all previous courses; or consent of department chair.

Offered: Spring.

CTE 302 - Curriculum Construction in Career and Technical Education (3)

Students develop the competencies needed to identify, write, and implement a curriculum in their occupational area. (Only open to students enrolled for career and technical education certification.)

Prerequisite: CEP 215 or CEP 315 and FNED 346.

Offered: Spring.

CSCI 422 - Introduction to Computation Theory (4)

Computation theory concepts are introduced with applications to lexical analysis, parsing and algorithms. Topics include formal languages, finite-state automata, pushdown automata, Turing machines and undecidability.

Prerequisite: MATH 436.

Offered: Spring (As needed).

CSCI 423 - Analysis of Algorithms (4)

Techniques for designing algorithms and analyzing their efficiency are covered. Topics include "big-oh" analysis, divide-and-conquer, greedy method, efficient sorting and searching, graph algorithms, dynamic programming, and NP-completeness.

General Education Category: Advanced Quantatitive/Scientific Reasoning

Prerequisite: Either CSCI 212 or CSCI 315; MATH 212; and MATH 436.

Offered: Spring.

CSCI 427 - Introduction to Artificial Intelligence (3)

Fundamental artificial intelligence methods are introduced, including search, inference, problem solving, and knowledge representation. AI applications, such as natural language understanding and expert systems, are introduced.

Prerequisite: CSCI 212 or CSCI 315.

Offered: As needed.

CSCI 435 - Operating Systems and Computer Architecture (3)

Topics include instruction sets, I/O and interrupt structure, addressing schemes, memory management, process management, performance, and evaluation.

Prerequisite: CSCI 313 and either CSCI 212 or CSCI 315.

Offered: Fall.

CSCI 437 - Network Architectures and Programming (4)

An introduction to fundamental concepts of computer networks. Topics include the internet reference model, TCP/IP, flow control, congestion control, routing, switching, network programming, and data capturing and analysis.

Prerequisite: CSCI 212 or CSCI 315.

Offered: As needed.

CSCI 455 - Introduction to Database Systems (3)

Database structure, organization, languages, and implementation are introduced, including data modeling, relational and object-oriented systems, query languages, and query processing.

Prerequisite: CSCI 212 or CSCI 315.

Offered: Fall (odd years).

CSCI 467 - Computer Science Internship (4)

Students work at a business or nonprofit organization integrating classroom study with work-based learning, supervised by a faculty member.

Prerequisite: Major in computer science, minimum GPA of 2.67 in computer science courses, completion of or concurrent enrollment in CSCI 401, and consent of department chair.

Offered: As needed.

CSCI 476 - Advanced Topics in Computer Science (4)

Recent developments and topics of current interest in computer science are studied. This course may be repeated for credit with a change in content.

Prerequisite: CSCI 212 or CSCI 315.

Offered: Spring.

CSCI 490 - Directed Study in Computer Science (1-4)

This course is open to students who have demonstrated superior ability in computer science. Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

CSCI 491 - Independent Study in Computer Science (1-4)

This course is open to students who have demonstrated superior ability in computer science. Students select a topic and undertake concentrated research or creative activity mentored by a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

## CEP - Counseling and Educational Psychology

CEP 215 – Introduction to Educational Psychology (4)

Students examine introductory topics in Educational Psychology including human development, diversity, motivation, behavior, learning, teaching, and assessment both in and out of school environments.

Offered: Fall, Spring, Summer.

CEP 315 - Educational Psychology (3)

Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy.

Prerequisite: Admission to a teacher education program or consent of department chair.

Offered: Fall, Spring, Summer.

CEP 509 - Professional Orientation and Ethical Practice (3)

Overview of the counseling profession including history, contemporary issues, professional identity and preparation of clinical mental health counselors is provided. Standards of ethical practice in counseling are reviewed.

Prerequisite: Matriculation into a graduate counseling program or consent of department chair.

Offered: Fall, Spring, Summer.

CEP 519 - Supervision of Field-Based Work (1)

Students review the practice and administration of supervision for CEP candidates. Focus is on the characteristics of effective supervisors and the current trends in professional disciplines. Hybrid course.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

DIS 562 - Interdisciplinary Seminar 2: Legal/Legislative Influences (1)

This seminar will provide forum for examining how law and legislation influence the lives of individuals with disabilities. The role of current and future leadership in law and legislative change will be discussed.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561.

Offered: Spring (even years).

DIS 563 - Interdisciplinary Seminar 3: Leadership (1)

This seminar will provide a forum for trainees to develop leadership skills in disability studies. Participants will develop skills in presentations around disability study.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561 and DIS 562.

Offered: Fall (even years).

DIS 564 - Interdisciplinary Seminar 4: Funding (1)

This seminar extends the opportunities for trainees to expand leadership skills in disability studies. Participants will develop skills in grant development around disability studies.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561, DIS 562 and DIS 563.

Offered: Spring (odd years).

## ECED - Early Childhood Education

ECED 290 - Early Childhood Education and Social Work (3)

The application of social work principles to the field of early care and education is explored, with emphasis on a systems-based approach to working with children and families.

Offered: Fall.

ECED 301 - Developmental Approaches to Teaching and Learning (3)

Developmentally appropriate approaches and teaching models for all early childhood education students, including atypical/exceptional, are learned through supervised practice. Observations and a multicultural/urban practicum are required. 5 contact hours.

Prerequisite: Minimum GPA of 2.50 in all previous courses and admission to the early childhood education teacher preparation program, or consent of department chair.

Offered: Fall.

ECED 302 - Early Childhood Development, Birth to Eight (3)

This course examines the characteristics and needs of young children, birth through eight, including the stages and multiple influences on early development and learning, using historical and culturally diverse perspectives.

Prerequisite: ECED 290 and admission to the early childhood education teacher preparation program, or consent of department chair.

Offered: Fall.

ECED 303 - Creating an Early Childhood Learning Community (3)

This course explores principles of care and education in the early childhood environment, including the importance of creating a community through relationships, physical space, and organization of time.

Prerequisite: CEP 215 or CEP 315; ECED 301, ECED 302; SPED 310; and admission to the early childhood education teacher preparation program.

Offered: Spring.

ECED 310 - Contextualizing Infant Toddler Education (3)

Students explore effective tools emphasizing positive attention, approval and affection in infant-toddler care/development, and apply a structured caregiving model to current trends and theories to enhance development across developmental domains.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Three, or by permission of department chair.

Offered: Fall.

ECED 314 - Infant Toddler Social/Emotional Development and Learning (3)

Candidates’ study the social-emotional development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research and reflection candidates’ strengthen their own practices.

Prerequisite: Completion of ECED 302, ECED 310, ECED 312 and SPED 305 (B-or higher).

Offered: Spring

ECED 332 - Building Family, School, and Community Partnerships (3)

Students examine methods of building respectful, reciprocal relationships that empower and support families in their children's development. Students also come to understand the complexities of family and community characteristics.

Prerequisite: ECED 301, ECED 302, ECED 419; SPED 310; and admission to the early childhood education teacher preparation program.

Offered: Spring.

ECED 410 - Infant Toddler Field Experience I (4)

In this course candidates will engage in a competency-based field experience designed to support the application and practice of content within the Birth to Three Concentration.

Prerequisite: Completion of ECED 310, ECED 314, and SPED 305 (B- or higher).

Offered: Spring.

ECED 412 - Infant Toddler Field Experience II (4)

In this course candidates will engage in a competency-based field experience designed to support the application and practice of content within the Birth to Three Concentration.

Prerequisite: Completion of ECED 302, ECED 310, ECED 312, ECED 314, ECED 332, ECED 410, and SPED 305 (B- or higher).

Offered: Fall.

LEAD 533 - Instructional Leader Seminar I: Leading Change (2)

Students participate in an integrating leadership experience to link theoretical concepts, models, and process of leadership with the purpose of creating change and analyzing its resulting outcomes.

Prerequisite: Admission to the M.Ed. in instructional leadership program and concurrent enrollment in LEAD 532.

Offered: Spring.

LEAD 534 - Instructional Leader Internship II (2)

Students participate in a supervised 150-hour instructional leader internship.

Prerequisite: Admission to the M.Ed. in instructional leadership program, completion of LEAD 532 and LEAD 533, and concurrent enrollment in LEAD 535.

Offered: Fall.

LEAD 535 - Instructional Leader Seminar II: Data Driven Decision Making (2)

Students focus on integrating entry-level competencies on data-driven decision making, instructional leadership, and action research.

Prerequisite: Admission to the M.Ed. in instructional leadership program and concurrent enrollment in LEAD 534.

Offered: Spring.

## ELED - Elementary Education

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 302 - Teaching All Learners: Foundations and Strategies (4)

Universal and selected 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. Practicum required. Students cannot receive credit for both ELED 302 and SPED 302.

Prerequisite: FNED 346, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary and special education teacher preparation programs; or consent of department chair. Concurrent enrollment in ELED 302 (or SPED 302) and CEP 215 or CEP 315 is required.

Offered: Fall.

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.

ELED 410 - Education in Great Britain (3)

This is a study of the British system of education and the British approach to teacher preparation. Participants visit the University of Cumbria in Carlisle, UK.

Prerequisite: Admission to the Feinstein School of Education and Human Development as well as admission to the Department of Elementary Education's student exchange program.

Offered: Fall.

ELED 420 - Children's Literature and the Integrated Arts (3)

The development of various patterns of literature instruction integrated with the arts of music, drama and art in the elementary school are studied.

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

Offered: Fall, Spring.

ELED 422 - Developmental Reading (3)

This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 435;

Offered: Fall, Spring.

ELED 435 - Language Arts and ELL Instruction (3)

The role of language arts in elementary schools and the development of teaching/learning strategies to include all children are examined, including English language learners and special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 422.

Offered: Fall, Spring.

ELED 436 - Teaching Social Studies to Diverse Learners (3)

The role of social studies in elementary schools and the development of teaching/learning strategies are examined, including becoming culturally conscientious and responsive to diverse learners. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and ELED 435, each with minimum grade of B-; POL 201, with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

MEDI 491-494 - Independent Study in Medical Imaging (1-4)

The experimental aspects and recent advances in different fields of medical imaging are examined. A research project in the field is required.

Prerequisite: Acceptance into a Medical Imaging Clinical Program, consent of instructor, program director and dean.

Offered: As needed.

## MEDT - Medical Technology

MEDT 301 - Clinical Microbiology (8)

The relationship of bacteria to human bacterial diseases is discussed, with emphasis on the application of procedures to medical diagnosis. Also studied are fungi, viruses, the rickettsias, and human parasites.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MEDT 302 - Clinical Chemistry (8)

The chemistry of body constituents and its relationship to the diagnosis of human disease is presented, with emphasis on principles and methods of analysis.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

MEDT 303 - Immunohematology (4)

Instruction is given in drawing and processing blood and in how to ascertain compatibility. Donor-recipient blood and tissue reactions are studied in detail.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MEDT 304 - Hematology (6)

The morphology of blood and blood-forming organs are studied, along with the abnormalities associated with disease. The dynamics of and diagnostic tests for hemostasis are also examined.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

MEDT 305 - Pathophysiology (2)

This is an introduction to pathology. Topics include the correlation between pathological processes and clinical symptoms and the course of disease.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MEDT 306 - Clinical Immunology (2)

The formation, structure, and action of antigens and antibodies are described. Topics also include methods of immunization. Laboratory emphasis is on serological procedures in the diagnosis of disease.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

MEDT 307 - Clinical Microscopy (2)

Focus is on the analysis of body fluids. Lecture and laboratory.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

## MLED - Middle Level Education

MLED 310 - Teaching Early Adolescents (3)

Students examine the developmental characteristics of early adolescence and implications for teaching.

Prerequisite: CEP 215 or CEP 315 or consent of department chair.

Offered: Fall, Spring, Summer.

MLED 320 - Middle School Organization and Integrated Curriculum (4)

Students examine the emergence of the modern middle school and its components: teaming, advisory, flexible scheduling, and differentiated instruction.

Prerequisite: MLED 310; and for elementary education students, ELED 300; and for secondary education students, prior or concurrent enrollment in SED 407; or consent of department chair.

Offered: Fall, Spring, Summer.

MLED 330 - Interdisciplinary Reading and Writing in Middle Schools (3)

Students develop content area lessons that enable middle level students to read, write, and think critically in the content area.

Prerequisite: MLED 320; and for elementary education students, prior or concurrent enrollment in a methods course; and for secondary education students, SED 407; or consent of department chair.

Offered: Fall, Spring, Summer.

MLED 340 - Differentiated Elements in Middle School Instruction (3)

Preservice teachers focus on methods of selecting strategies to meet the needs of diverse learners and the relationship between assessments and planning for instruction in the differentiated classroom.

Prerequisite: MLED 330.

Offered: Fall, Spring, Summer.

MLED 510 - Teaching and Learning at the Middle-Level (3)

Students examine the physical, emotional, social, and intellectual characteristics of early adolescents and the impact of society on early adolescents. A practicum of fifteen hours is required.

Prerequisite: Admission to the Middle-Level CGS.

Offered: As needed.

MLED 520 - Curriculum and Organization of Middle-Level Schools (3)

Students examine the emergence of middle-level schools and its components: teaming, advisory, flexible scheduling, common core, instruction, and assessment. A practicum of eight hours is required.

TECH 406 - Methods in Technology Education (4)

Students are introduced to a variety of teaching strategies involved in the daily instruction of technology education. Included are support materials and evaluation tools.

Prerequisite: TECH 300, with minimum grade of B-; completion of at least 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; admission to the Feinstein School of Education and Human Development and to the technology education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

TECH 407 - Practicum in Elementary Technology Education (Grades K through Six) (4)

Strategies for presenting technological topics and learning activities at the elementary school level are introduced. Topics include theory, activity safety, and the development of elementary integration activities. 6 contact hours.

Prerequisite: TECH 300, with minimum grade of B-; TECH 406, with minimum grade of B- and positive recommendation from the instructor; completion of at least 55 credit hours of required and cognate courses in the major, or consent of department chair; minimum grade of C in all content area courses, unless otherwise required; minimum cumulative GPA of 2.75; and minimum GPA of 2.75 in content area.

Offered: Spring.

TECH 408 - Practicum in Technology Education (Grades Seven through Twelve) (4)

Three major instructional units in technology education are presented. Topics include the principles and practices of technology education, selected technology learning activities, and laboratory planning and management concepts.

Prerequisite: Admission to the technology education teacher preparation program.

Offered: Fall.

TECH 421 - Student Teaching in Technology Education (10)

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

Prerequisite: TECH 407 and TECH 408, with a minimum grade of B- and positive recommendations from the instructors; concurrent enrollment in TECH 422; completion of all required education courses, with a minimum grade of B- (except CEP 215 or CEP 315); completion of all content area courses, with a minimum GPA of 2.75; a minimum cumulative GPA of 2.75 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test.

Offered: Fall, Spring.

TECH 422 - Student Teaching Seminar in Technology Education (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in TECH 421.

Offered: Fall, Spring.

TECH 430 - Internship in Applied Technology (6)

Exploratory internships offered for the purpose of professional development and advancing career goals. Learning experiences in work environments help students transition from the role of student to the professional. 12 contact hours.

Prerequisite: Senior standing; All content courses must be completed; 27 credits in content area; 2.75 GPA in content area.

Offered: As needed.

TECH 431 - Capstone Design Project (4)

This is a project completed under the direction of a faculty member. Students will design, model, test, and report results of their project. 6 contact hours.

Prerequisite: Senior standing; all content courses must be completed; 27 credits in content area; 2.75 GPA in content area.

Offered: Fall, Spring.

TECH 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

TECH 511 - Implementing Technology Education (3)

Teaching strategies are provided, with focus on implementing programs, integrating with STEM areas, and developing activities.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

TECH 512 - Program Development and Funding (3)

Focus is on developing funding plans and grants to sustain technology education programs.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

TECH 520 - Curriculum Models in Technology Education (3)

New curriculum models used in technology education programs at the national level are presented. Career education and prevocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

TECH 531 - Issues in the Workplace (3)

Economic, social, and political issues affecting work and education are identified. Forces accelerating the rate of change in peoples' working lives and their expectations for education and training are studied.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.