# Feinstein School of Education and Human Development

Taken from 4 Education document

General Information

Early Childhood Education  
Elementary Education

Health Education

Physical Education

Secondary Education

Special Education

Technology Education

World Languages

Youth Development

# Faculty of Arts and Sciences

**Taken from 3 Arts & Sciences document**

Art Education pages

Music Education

# Feinstein School of Education and Human Development

General Information

Learning Goals (p. 359)

Application to Undergraduate Teacher Preparation Programs

Students who are in good standing at Rhode Island College may apply for admission to a teacher preparation program. For more information on the Admissions Portfolio requirements for all undergraduate teacher preparation programs, see www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Unit-Assessment-System.aspx.

The instructions for the online application for early childhood, elementary, secondary, special education, and all PK/K–12 programs are updated twice each year. See Admission Application Instructions at www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx. Further information may be obtained from the office of the dean of the Feinstein School of Education and Human Development (Horace Mann 105) and from the Office of Academic Support and Information Services (OASIS) or from the appropriate department.  
  
Students interested in the art education or music education program should contact the department chair as soon as they are admitted to the college for information about the required courses in the program and the requirements for admission to the program.   
  
Most applicants acquire and complete the application materials while they are enrolled in FNED 246 (p. 259): Schooling in a Democratic Society. This course is a prerequisite for admission to teacher preparation programs. Basic skills tests are required for admission and should be completed before or during enrollment in FNED 246 (p. 259). Transfer students must complete these tests as soon as possible. See #5 for information about test requirements.

Admission Requirements to Undergraduate Teacher Preparation Programs

The applicant’s academic performance and related experiences that indicate potential for success as a teacher are reviewed in the admission process. The application materials submitted by the student must provide evidence of the following (can be also see found in the Admissions Portfolio section of the FSEHD Assessment System at www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Unit-Assessment-System.aspx):

1. Completion of at least 24 credit hours at a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program.

2. A minimum GPA of 2.75 in all college courses taken at RIC prior to admission to a teacher preparation program.

3. Completion of the college mathematics competency.

4. Completion of FSEHD writing requirement: FYW 100 or FYW 100P, with a minimum grade of B. This requirement may also be satisfied by (1) passing the equivalent of a First Year Writing 100 course, with a minimum grade of B; (2) earning a minimum score of 59 on the College Level Examination Program/College Composition Exam (CLEP); or (3) earning a score of 4 or 5 on the Advanced Placement Test for English Language and Composition.

5. Completion of the assessment of basic skills tests as described at www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Assessment-of-Basic-Skills-Test-Requirement.aspx. Test registration information and test preparation is available at OASIS. Additional information and registration can be found on the ETS website at www.ets.org/praxis. Individuals with disabilities and nonnative speakers of English should read the Special Registration Options section on the ETS Web site for information on requesting alternative test administration.

6. Completion of FNED 101: Introduction to Teaching and Learning and FNED 246: Schooling in a Democratic Society, with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.

7. Submission of the FNED 246 Faculty Reference Form, a Disposition Reference Form that instructor submits through MyRIC. Refer to Admissions Portfolio section of the FSEHD Assessment System.

8. Submission of the FNED 246 Service Learning Supervisor Reference Form, a Disposition Reference Form submitted through online link or as hard copy. Refer to Admissions Portfolio section of the FSEHD Assessment System.

9. Fulfillment of all additional requirements that a department may have for admission to a particular teacher preparation program. Information about these requirements is available in the teacher education department to which the candidate is applying.

10. A Background Criminal Investigation (BCI) is required of each FSEHD applicant. Because of RI General Law 16-12-3, “Every teacher shall aim to implant and cultivate in the minds of all children committed to his care the principles of morality and virtue,” each applicant must respond to a series of questions in the application. While answering yes to any of the questions may not bar a student from acceptance and subsequent field experiences, FSEHD cannot guarantee placements in school settings; a school has the right to prevent a student from entering. The Rhode Island Department of Education (RIDE) also has the right to refuse a request for a student-teaching permit and/or teacher certification. How any school and RIDE choose to address the charges on a BCI is beyond the control of FSEHD.

Admission Procedures to Undergraduate Teacher Preparation Programs

The Admission Committee in the respective departments evaluates the information provided in the application and makes a recommendation to the associate dean about the applicant’s admission to a teacher preparation program.

The associate dean reviews the recommendation of the department. If the associate dean and the department committee concur, an email is sent to the applicant's RIC email address, regarding the decision. If the associate dean does not concur with the recommendation of the department, the associate dean and the departmental committee confer to resolve the disagreement, and the applicant is then informed of the result.

Students accepted to a teacher preparation program are called teacher candidates. A teacher candidate who wishes to transfer to, or add another program within the school must inform the advisor or department chair of the decision and apply for admission to the new program. Information used in the original application may be used in the new application when appropriate.

Appeal Process

The applicant may appeal a decision for admission or re-admission to a teacher preparation program within 60 days of receiving the denial letter. The appeal may be based on policy or procedure and should be sent to the associate dean of the Feinstein School of Education and Human Development. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow Rhode Island College policy for student appeals (see the Rhode Island College Student Handbook at www.ric.edu/studentlife/Pages/handbook.aspx.

Community Service Requirement

The Feinstein School of Education and Human Development requires all teacher candidates in undergraduate teacher preparation programs (undergraduate, second degree) to participate in 25 hours of documented community service experience. This requirement may be completed on an individual basis or through one or more of the courses in the program and must be completed prior to student teaching. See www.ric.edu/communityservice/Pages/default.aspx.

Portfolio Requirement

The Feinstein School of Education and Human Development requires all students in teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) to successfully complete a Preparing to Teach Portfolio prior to student teaching and to successfully complete the Teacher Candidate Work Sample and other Student Teaching portfolio requirements prior to graduation. Both portfolios must be rated as meeting standard or better for a student to progress in and graduate from any teacher preparation program. Scroll down to the Preparing to Teach Portfolio section: www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Unit-Assessment-Systems.aspx.

Retention Requirement

All FSEHD candidates are required to maintain an overall GPA of 2.75 throughout their chosen program.

## Early Childhood Education

Writing in the Discipline (p. **Error! Bookmark not defined.**)

**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

Early Childhood candidates will apply to the FSEHD program after Semester 3. Admission requirements include the completion of 24 credits at a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission. Requirements include the following: Passing scores on a Basic Skills Exam (SAT, ACT, or Praxis Core), FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), FNED 101, FNED 246, and ECED 290 (with a B- or better), an overall GPA of 2.75 and successful completion of the College Math Competency requirement.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses; ART 210 and General Education Mathematics.

3. Receive successful recommendations by program faculty regarding candidate’s Professional Dispositions.

4. Meet program requirements including successful performance evaluations.

5. Candidates are required to complete a BCI each year in order to participate in practicum experiences.

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

|  |  |  |  |
| --- | --- | --- | --- |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| ECED 290 | A Cross-Disciplinary Approach to ECED | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
|  |  |  |  |

Note: ART 210 and PSYC 110 count toward General Education requirements.

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 201 | Introduction to Early Childhood Education | 3 | Sp |
| ECED 202 | Early Childhood Development, B-8 | 3 | F |
| ECED 232 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 305 | Intentional Teaching in the Early Years | 4 | Sp |
| ECED 321 | Mathematics: Methods and and Assessment | 4 | Sp |
| ECED 322 | English Language Arts: Methods and Assessment I | 4 | F |
| ECED 324 | English Language Arts: Methods and Assessment II | 4 | Sp |
| ECED 326 | Social Studies and Social/Emotional Methods | 4 | Sp |
|  |  |  |  |
| ECED 328 | Science and Technology Methods | 4 | F |
| HPE 345 | Wellness for the Young Child | 3 | Sp, Su |
| SPED 301 | Special Education in Early Childhood | 3 | F, Sp |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 439 | Student Teaching: Early Childhood Settings I | 9 | F |
| ECED 441 | Student Teaching: Early Childhood Settings II | 9 | Sp |
| ECED 469 | Best Practices: Early Childhood Settings I | 3 | F |
| ECED 470 | Best Practice: Early Childhood Settings II | 3 | Sp |
|  |  |  |  |
|  |  |  |  |

**Note: Program adds to 78 credit hours without general education courses.**

Total Credit Hours: 86

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

|  |  |  |  |
| --- | --- | --- | --- |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| ECED 290 | A Cross-Disciplinary Approach to ECED | 3 | F, Sp |
|  |  |  |  |

Note: ART 210 and PSYC 110 count toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp |
| ECED 449 | Early Childhood Community Program Internship | 6 | Sp, F |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 201 | Introduction to Early Childhood Education | 3 | F |
| ECED 202 | Early Childhood Development, B-8 | 3 | Sp |
| ECED 232 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 305 | Intentional Teaching in the Early Years | 4 | Sp |
|  |  |  |  |
|  |  |  |  |
| ECED 321 | Mathematics : Methods and Assessment | 4 | Sp |
|  |  |  |  |
| ECED 322 | English Language Arts: Methods and Assessment I | 4 | F |
| ECED 324 | English Language Arts: Methods and Assessment II | 4 | Sp |
| ECED 326 | Social Studies and Social/Emotional Methods | 4 | Sp |
|  |  |  |  |
| ECED 328 | Science and Technology Methods | 4 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |
| HPE 345 | Wellness for the Young Child | 3 | Sp, Su |
| SPED 301 | Special Education in Early Childhood | 3 | F, Sp |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |

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

Total Credit Hours: 83

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 202 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 232 | Building Family, School, and Community Partnerships | 3 | Sp |
| 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 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 53 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 315 | Educational Psychology | 3 | 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 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |
| Choose ONE of the following: | | | |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |
|  |  |  |  |

Total Credit Hours: 55

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.

A. Content Major in Multidisciplinary Studies

In addition to completing required courses in elementary education, students electing a content major in multi-disciplinary studies must complete the following courses, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.

*Note: This content major does not fulfill requirements for middle grades certification.*

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| 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 |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |

Note: ENGL 120, ENGL 121, ENGL 122, ENGL 123: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 103 | Multiple Voices: Europe in the World to 1600 | 4 | F, Sp, Su |
| HIST 104 | Multiple Voices: Europe in the World Since 1600 | 4 | F, Sp, Su |

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HSCI 232 | Human Genetics | 4 | F |
| PSCI 208 | Forensic Science | 4 | F, Sp |

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

Total Credit Hours: 36

Content major courses in Multidisciplinary Studies

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 210 | Children’s Literature: Interpretation and Evaluation | 4 | F, Sp, Su |
| ENGL 212 | Adolescent Literature: Images of Youth | 4 | F, Sp, Su |

ONE GEOGRAPHY COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |

ONE SOCIAL STUDIES COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| ECON 214 | Principles of Microeconomics | 3 | 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 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 204 | Introduction to Political Thought | 4 | F, Sp |

ONE SCIENCE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HSCI 232 | Human Genetics | 4 | F |
| PSCI 208 | Forensic Science | 4 | F, Sp |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

TWO MATH COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 210 | College Trigonometry | 3 | Sp |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 220 | Formalizing Mathematical Thought | 4 | F |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| MATH 324 | College Geometry | 4 | F, Sp |
| MATH 409 | Mathematical Problem Analysis | 4 | F |
| MATH 431 | Number Theory | 3 | F, Sp |

Note: MATH 324: This course may also apply to General Education requirement.

Total Credit Hours: 25-28

B. Content Major in English

In addition to completing required courses in elementary education, students electing a content major in English must complete the following courses, with a minimum grade point average of 2.75 in the major. Students may not proceed to student teaching without the required GPA.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| 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 |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

Total Credit Hours: 24

Content major courses in English

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 201 | Literary Studies: Analysis | 4 | F, Sp |
| ENGL 202 | Literary Studies: Theory and Criticism | 4 | F, Sp |
| ENGL 205 | British Literature to 1700 | 4 | As needed |
| ENGL 206 | British Literature since 1700 | 4 | As needed |
| ENGL 207 | American Literature, Beginnings to the present | 4 | F, Sp, Su |
| ENGL 210 | Children’s Literature: Interpretation and Evaluation | 4 | F, Sp, Su |
| ENGL 212 | Adolescent Literature: Images of Youth | 4 | F, Sp, Su |

Total Credit Hours: 28

Students pursuing middle grades certification must also take:

|  |  |  |  |
| --- | --- | --- | --- |
| SED 445 | The Teaching of Writing in Secondary Schools | 4 | F, Sp |

C. Content Major in General Science

In addition to completing required courses in elementary education, students electing a content major in general science must complete the following courses, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| BIOL 111 | Introductory Biology I | 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 |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PHYS 102 | General Physics II | 4 | Sp, Su |

Note: ART 210, BIOL 111, MATH 144, POL 201, PHYS 102: These courses may also apply to General Education requirement.

Total Credit Hours: 24

Content major courses in General Science

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
| PHYS 101 | General Physics I | 4 | F, Su |

ONE CHEMISTRY SEQUENCE from

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
|  | -And- |  |  |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |
|  |  |  |  |
|  | -Or- |  |  |
|  |  |  |  |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
|  | -And- |  |  |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |
|  |  |  |  |
|  | TWO 200 level or above courses from BIOL, CHEM, HSCI, PHYS or PSCI | 8 |  |

Total Credit Hours: 28

D. Content Major in Mathematics

In addition to completing required courses in elementary education, students electing a content major in mathematics must complete the following courses, with a minimum grade point average of 2.50 in the major.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| 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 |
| MATH 324 | College Geometry | 4 | F, Sp |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Note: ART 210, BIOL 100, MATH 144, MATH 324, POL 201, PSCI 103: These courses may also apply to General Education requirement.

Total Credit Hours: 28

Content major courses in Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 210 | College Trigonometry | 3 | Sp |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 220 | Formalizing Mathematical Thought | 4 | F |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| MATH 409 | Mathematical Problem Analysis | 4 | F |
| MATH 431 | Number Theory | 3 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 418 | Introduction to Operations Research | 3 | Sp (even years) |
| MATH 436 | Discrete Mathematics | 3 | Sp |
| MATH 445 | Advanced Statistical Methods | 3 | Sp |

Total Credit Hours: 29

E. Content Major in Social Studies

In addition to completing the required courses in elementary education, students electing a content major in social studies must complete the following courses with a minimum grade point average of 2.75 in the major.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| 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 |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 103 | Multiple Voices: Europe in the World to 1600 | 4 | F, Sp, Su |
| HIST 104 | Multiple Voices: Europe in the World Since 1600 | 4 | F, Sp, Su |

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

Total Credit Hours: 28

Content major courses in Social Studies

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 331 | Rhode Island History | 4 | Sp |
| HIST 381 | Workshop: History and the Elementary Education Teacher | 1 | F |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 4 | Alternate years |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 4 | Alternate years |
| HIST 342 | Islam and Politics in Modern History | 4 | Alternate years |
| HIST 344 | History of East Asia to 1600 | 4 | As needed |
| HIST 345 | History of China in Modern Times | 4 | As needed |
| HIST 346 | Japanese History through Art and Literature | 4 | Alternate years |
| HIST 348 | Africa under Colonial Rule | 4 | Annually |
| HIST 349 | History of Contemporary Africa | 4 | Annually |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| ECON 214 | Principles of Microeconomics | 3 | F, Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 204 | Introduction to Political Thought | 4 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| 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 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |

Total Credit Hours: 28-29

Elementary Education B.S.

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

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 302 | 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 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 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: 66

Teaching Concentration in Special Education

In addition to completing the required courses in elementary education, students electing a teaching concentration in special education must complete the following courses, with a minimum grade of B- in all coursework:

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Reading/Writing for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 458 | Mathematics/Science for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 419 | Student Teaching in the Elementary School | 8-10 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |

Total Credit Hours: 30-32

Middle School Endorsement

The endorsement program in middle school education is for students who wish to teach in a middle school. Students must be enrolled in the elementary education program and must fulfill the following requirements:

1. Complete MLED 230, MLED 331, and MLED 332.

2. Complete 45 practicum hours in middle school settings.

3. Complete the course requirements for an elementary education content major in one of the following areas: **English** (language arts), **general science, mathematics,** or **social studies**.

## 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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 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 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
|  |  |  |  |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

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: 86

## 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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 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 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

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 333.

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: 88

Coaching Minor

Course Requirements

The minor in coaching consists of 18 credit hours (six courses), as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 201 | Prevention and Care of Athletic Injuries | 3 | Sp |
| HPE 205 | Conditioning for Personal Fitness | 3 | F, Sp |
| HPE 243 | Motor Development and Motor Learning | 3 | F, Sp |
| HPE 278 | Coaching Skills and Tactics | 3 | F, Sp |
| HPE 308 | The Science of Coaching | 3 | Sp |
| HPE 408 | Coaching Applications | 3 | F |

Also required is current certification in first aid and CPR (infant, child, and adult with AED). Total Credit Hours: 18

## 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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 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 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
|  |  |  |  |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose one of the following: (Still in conversation about the following)

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

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 333: Students electing a teaching concentration in special education are not required to take SPED 333.

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

Total Credit Hours: 43

### Secondary Education Majors and Concentrations

Undergraduate students planning to teach in the secondary school—grades 7–12—also major in one of the following areas: biology, chemistry, English, general science, history, mathematics, physics or social studies. See course requirements for these majors on the following pages. A teaching concentration in special education may be chosen **in addition** to one of these majors. See course requirements for the teaching concentration in special education (p. 167).

Biology Major

Students electing a major in Biology apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Biology certification:

Requirements

Biology

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
| BIOL 213 | Introductory Physiology of Plants and Animals | 4 | Sp |
| BIOL 221 | Genetics | 4 | F |
| BIOL 318 | Ecology | 4 | F |
| BIOL 320 | Cell and Molecular Biology | 4 | Sp |
| BIOL 348 | Microbiology | 4 | F, Sp, Su |
| BIOL 491-494 | Research in Biology | 1-4 | F, Sp, Su |

Chemistry

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |
| CHEM 205 | Organic Chemistry I | 4 | F, Su |
| CHEM 206 | Organic Chemistry II | 4 | Sp, Su |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

Physical Science

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 357 | Historical and Contemporary Contexts of Science | 3 | As needed |

Physics

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 101 | General Physics I | 4 | F, Su |
|  | -Or- |  |  |
| PHYS 200 | Mechanics | 4 | F |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 300 | Developmental Biology of Animals | 4 | Sp |
| BIOL 321 | Invertebrate Zoology | 4 | As needed |
| BIOL 324 | Vertebrate Zoology | 4 | As needed |
| BIOL 329 | Comparative Vertebrate Anatomy | 4 | As needed |
| BIOL 353 | The Plant Kingdom | 4 | As needed |
| BIOL 354 | Plant Growth and Development | 4 | As needed |

Note: To enroll in SED 411 and SED 412, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in SED 421, students must have completed all requirements in the biology major.

Total Credit Hours: 68

Chemistry Major

Students electing a major in Chemistry apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.75 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Chemistry certification:

Requirements

Biology

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |

Chemistry

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |
| CHEM 205 | Organic Chemistry I | 4 | F, Su |
| CHEM 206 | Organic Chemistry II | 4 | Sp, Su |
| CHEM 310 | Biochemistry | 4 | F |
| CHEM 403 | Inorganic Chemistry I | 3 | F |
| CHEM 404 | Analytical Chemistry | 4 | Sp (even years) |
| CHEM 405 | Physical Chemistry I | 3 | F |
| CHEM 407 | Physical Chemistry Laboratory I | 1 | F |
| CHEM 491-493 | Research in Chemistry | 1 | As needed |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 213 | Calculus II | 4 | F, Sp, Su |

Physical Science

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 357 | Historical and Contemporary Contexts of Science | 3 | As needed |

Physics

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 200 | Mechanics | 4 | F |
| PHYS 201 | Electricity and Magnetism | 4 | Sp |

Note: In unusual circumstances, PHYS 101 and 102 may be substituted for PHYS 200 and 201, with consent of department chair.

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 406 | Physical Chemistry II | 3 | Sp |
|  |  |  |  |
| CHEM 412 | Inorganic Chemistry II | 2 | Sp |
|  | -And- |  |  |
| CHEM 413 | Inorganic Chemistry Laboratory | 1 | Sp |
|  |  |  |  |
| CHEM 414 | Instrumental Methods of Analysis | 4 | Sp (odd years) |
| CHEM 420 | Biochemistry of Proteins and Nucleic Acids | 3 | F, Sp (odd years) |
| CHEM 422 | Biochemistry Laboratory | 3 | Sp |
| CHEM 425 | Advanced Organic Chemistry | 4 | F (odd years) |
| CHEM 435 | Pharmacology and Toxicology | 3 | As needed |

Note: To enroll in SED 411 and SED 412, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in SED 421, students must have completed all requirements in the chemistry major.

Total Credit Hours: 61-62

English Major

Students electing a major in English apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain English certification:

Requirements

English

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 201 | Literary Studies: Analysis | 4 | F, Sp |
| ENGL 202 | Literary Studies: Theory and Criticism | 4 | F, Sp |
| ENGL 205 | British Literature to 1700 | 4 | As needed |
| ENGL 207 | American Literature, Beginnings to the present | 4 | F, Sp, Su |
| ENGL 212 | Adolescent Literature: Images of Youth | 4 | F, Sp, Su |
|  |  |  |  |
| ENGL 326 | Studies in African American Literature | 4 | As needed |
|  | -Or- |  |  |
| ENGL 327 | Studies in Multicultural American Literatures | 4 | As needed |
|  |  |  |  |
| ENGL 336 | Reading Globally | 4 | As needed |
|  |  |  |  |
| ENGL 345 | Shakespeare: Histories and Comedies | 4 | As needed |
|  | -Or- |  |  |
| ENGL 346 | Shakespeare: The Tragedies and Romances | 4 | As needed |
|  |  |  |  |
| ENGL 432 | Studies in the English Language | 4 | As needed |
|  | -Or- |  |  |
| ENGL 433 | Modern English Grammar | 4 | As needed |
|  |  |  |  |
| ENGL 460 | Seminar in English | 4 | F, Sp |
|  |  |  |  |
| ENGL 341 | Studies in Literature and Film | 4 | As needed |
|  | -Or- |  |  |
| FILM 116 | Introduction to Film | 4 | F, Sp, Su |
|  |  |  |  |
| SED 445 | The Teaching of Writing in Secondary Schools | 4 | F, Sp |

Note: SED 445: Minimum grade of B- required.

Note: To enroll in SED 411 and SED 412, students must have completed ENGL 201 and ENGL 202 and a minimum of five additional courses from the English education plan of study. To enroll in SED 421, students must have completed all but two of the required 300-level English courses and all other requirements in the English major.

Total Credit Hours: 48

General Science Major

Students electing a major in General Science apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain General Science certification:

Requirements

Biology

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |

Chemistry

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |

Physical Science

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |
| PSCI 357 | Historical and Contemporary Contexts of Science | 3 | As needed |

Physics

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 101 | General Physics I | 4 | F, Su |
|  | -And- |  |  |
| PHYS 102 | General Physics II | 4 | Sp, Su |
|  | -Or- |  |  |
| PHYS 200 | Mechanics | 4 | F |
|  | -And- |  |  |
| PHYS 201 | Electricity and Magnetism | 4 | Sp |

ONE RESEARCH COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 491-494 | Research in Biology | 1-4 | F, Sp, Su |
| CHEM 491-493 | Research in Chemistry | 1 | As needed |
| PHYS 491-493 | Research in Physics | 1 | As needed |
| PSCI 491-493 | Research in Physical Science | 1 | As needed |

THREE COURSES at the 300-level or above from the following areas: biology, chemistry, physical science, and physics (two courses must be in the same area).

Note: To enroll in SED 411 and SED 412, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to SED 421, students must have completed all requirements in the general science major.

Total Credit Hours: 57

History Major

Students electing a major in History apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain History certification:

Requirements

History

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 200 | The Nature of Historical Inquiry | 4 | F, Sp |
| HIST 201 | U.S. History to 1877 | 4 | F, Sp, Su |
| HIST 202 | U.S. History from 1877 to the Present | 4 | F, Sp, Su |
| HIST 362 | Reading Seminar in History | 4 | F, Sp (as needed) |

ONE COURSE from U.S. History at the 300-level

ONE COURSE from Western History I:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 300 | History of Ancient Greece | 4 | Alternate years |
| HIST 301 | Alexander and the Hellenistic World | 4 | As needed |
| HIST 302 | The Roman Republic | 4 | As needed |
| HIST 303 | The Roman Empire | 4 | As needed |
| HIST 304 | Medieval History | 4 | As needed |
| HIST 305 | The Age of the Renaissance | 4 | F |
| HIST 306 | Protestant Reformations and Catholic Renewal | 4 | As needed |
| HIST 307 | Europe in the Age of Enlightenment | 4 | As needed |
| HIST 311 | The Origins of Russia to 1700 | 4 | Alternate years |
| HIST 312 | Russia from Peter to Lenin | 4 | Alternate years |
| HIST 315 | Western Legal Systems | 4 | As needed |
| HIST 318 | Tudor-Stuart England | 4 | As needed |
| HIST 352 | Colonial Latin America | 4 | Annually |

ONE COURSE from Western History II:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 4 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 4 | As needed |
| HIST 310 | Twentieth-Century Europe | 4 | As needed |
| HIST 313 | The Soviet Union and After | 4 | Alternate years |
| HIST 316 | Modern Western Political Thought | 4 | F |
| HIST 317 | Politics and Society | 4 | Sp |
| HIST 353 | Modern Latin America | 4 | Annually |

ONE COURSE from Non-Western History

ONE ADDITIONAL 300-level history course

Certification Courses

To be certified to teach history in Rhode Island secondary schools, students must also complete six of the certification courses listed below. Upon completion, students may be eligible for Rhode Island endorsement to teach economics, geography, political science, and social studies.

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
| POL 202 | American Government | 4 | F, Sp, Su |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| SOC 200 | Society and Social Behavior | 4 | F, Sp |
| SOC 202 | The Family | 4 | F, Sp, Su |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 303 | Historical Geography of the United States | 4 | As needed |
| GEOG 307 | Coastal Geography | 4 | As needed |
| GEOG 337 | Urban Political Geography | 3 | As needed |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| POL 208 | Introduction to the Law | 4 | F, Sp |
| POL 337 | Urban Political Geography | 3 | As needed |
| POL 357 | The American Presidency | 4 | As needed |
| POL 358 | The American Congress | 4 | Every third semester |

Note: To enroll in SED 411 and SED 412, students must have completed at least 24 credit hours of courses in social science/history, including ECON 200, GEOG 200, HIST 201 and HIST 202, and POL 202. Students must have completed HIST 200 and one 300-level course in Non-Western History, Western History, and U.S. History. (General Education courses may be counted to meet this requirement.)

Total Credit Hours: 56-58

Mathematics Major

Students electing a major in Mathematics apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.75 in their content grade point average (GPA). Students must maintain the content GPA of 2.75 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Mathematics certification:

Requirements

Computer Science

|  |  |  |  |
| --- | --- | --- | --- |
| CSCI 157 | Introduction to Algorithmic Thinking in Python | 4 | F, Sp |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 213 | Calculus II | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| MATH 300 | Bridge to Advanced Mathematics | 4 | Sp |
| MATH 314 | Calculus III | 4 | F, Sp |
| MATH 315 | Linear Algebra | 4 | F |
| MATH 324 | College Geometry | 4 | F, Sp |
| MATH 431 | Number Theory | 3 | F, Sp |
| MATH 432 | Introduction to Abstract Algebra | 4 | Sp |
| MATH 441 | Introduction to Probability | 4 | F |
| MATH 458 | History of Mathematics | 4 | F |

Physics

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 200 | Mechanics | 4 | F |

Note: To enroll in SED 411 and SED 412, students must have completed the calculus sequence: MATH 212, 213, 314; in addition to MATH 240, MATH 300, MATH 315, MATH 324; and at least concurrent enrollment in MATH 432. Prior to enrollment in SED 421 and SED 422, students must have completed all requirements in the mathematics major.

Total Credit Hours: 51

Physics Major

Students electing a major in Physics apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA). Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Physics certification:

Requirements

Biology

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |

Chemistry

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 213 | Calculus II | 4 | F, Sp, Su |
| MATH 314 | Calculus III | 4 | F, Sp |

Physical Science

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 357 | Historical and Contemporary Contexts of Science | 3 | As needed |

Required Physics Courses

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 200 | Mechanics | 4 | F |
| PHYS 201 | Electricity and Magnetism | 4 | Sp |
| PHYS 307 | Quantum Mechanics I | 4 | F (even years) |
| PHYS 311 | Thermodynamics | 4 | F (odd years) |
| PHYS 312 | Mathematical Methods in Physics | 3 | Sp |
| PHYS 313 | Junior Laboratory | 3 | Sp |
| PHYS 413 | Senior Laboratory | 3 | Sp |
| PHYS 491-493 | Research in Physics | 1 | As needed |

PHYS 491: (for 1 credit)

Elective Physics Courses

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 309 | Nanoscience and Nanotechnology | 4 | F (odd years) |
| PHYS 315 | Optics | 4 | F (odd years) |
| PHYS 320 | Analog Electronics | 4 | F (even years) |
| PHYS 321 | Digital Electronics | 4 | Sp (odd years) |

Note: To enroll in SED 411 and SED 412, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrollment in SED 421, students must have completed all requirements in the physics major.

Total Credit Hours: 61

Social Studies Major

Students electing a major in Social Studies apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Social Studies certification:

Requirements

Core Courses

Anthropology

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
|  |  |  |  |
| ANTH 461 | Latinos in the United States | 4 | As needed |
|  | -Or- |  |  |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |

Economics

|  |  |  |  |
| --- | --- | --- | --- |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
|  | -Or- |  |  |
| ECON 214 | Principles of Microeconomics | 3 | F, Sp, Su |
|  | -And- |  |  |
| ECON 215 | Principles of Macroeconomics | 3 | F, Sp, Su |

Geography

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |

Political Science

|  |  |  |  |
| --- | --- | --- | --- |
| POL 202 | American Government | 4 | F, Sp, Su |
| POL 332 | Civil Liberties in the United States | 4 | F, Sp |

History Component

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 200 | The Nature of Historical Inquiry | 4 | F, Sp |
| HIST 201 | U.S. History to 1877 | 4 | F, Sp, Su |
| HIST 202 | U.S. History from 1877 to the Present | 4 | F, Sp, Su |

Note: HIST 200: (or an approved social science methods course) with a grade of C or higher

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 4 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 4 | As needed |
| HIST 310 | Twentieth-Century Europe | 4 | As needed |
| HIST 311 | The Origins of Russia to 1700 | 4 | Alternate years |
| HIST 313 | The Soviet Union and After | 4 | Alternate years |
| HIST 314 | Women in European History | 4 | As needed |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 4 | Alternate years |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 4 | Alternate years |
| HIST 342 | Islam and Politics in Modern History | 4 | Alternate years |
| HIST 344 | History of East Asia to 1600 | 4 | As needed |
| HIST 345 | History of China in Modern Times | 4 | As needed |
| HIST 346 | Japanese History through Art and Literature | 4 | Alternate years |
| HIST 348 | Africa under Colonial Rule | 4 | Annually |
| HIST 349 | History of Contemporary Africa | 4 | Annually |

Note: To enroll in SED 411 and SED 412, students must have completed at least 24 credit hours of the History Component courses and Core courses listed above, including ECON 200 or ECON 214, GEOG 200, HIST 201, HIST 202, and POL 202.

Concentrations

Choose a concentration below in anthropology, geography, political science, sociology, or an interdisciplinary social sciences/global focus:

A. Anthropology

(If ANTH 461 was taken as part of the Core Courses listed above)

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 103 | Introduction to Biological Anthropology | 4 | Sp |
| ANTH 104 | Introduction to Anthropological Linguistics | 4 | F |

B. Geography

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 100 | Introduction to Environmental Geography | 4 | F, Sp, Su |
|  |  |  |  |
| GEOG 337 | Urban Political Geography | 3 | As needed |
|  | -Or- |  |  |
| GEOG 338 | People, Houses, Neighborhoods, and Cities | 3 | As needed |
|  | -Or- |  |  |
| GEOG 339 | Metropolitan Providence: Past, Present, and Future | 3 | As needed |

C. Global Studies

|  |  |  |  |
| --- | --- | --- | --- |
| GLOB 356 | The Atlantic World | 4 | As needed |
| POL 203 | Global Politics | 4 | F, Sp |

D. Political Science

Either POL 203 and one of the following

|  |  |  |  |
| --- | --- | --- | --- |
| POL 303 | International Law and Organization | 4 | Sp |
| POL 342 | The Politics of Global Economic Change | 4 | Every third semester |
| POL 343 | The Politics of Western Democracies | 4 | As needed |
| POL 345 | International Nongovernmental Organizations | 4 | F |
| POL 353 | Parties and Elections | 4 | F, of election years |
| POL 357 | The American Presidency | 4 | As needed |
| POL 358 | The American Congress | 4 | Every third semester |

OR

POL 204 and one of the following

|  |  |  |  |
| --- | --- | --- | --- |
| POL 316 | Modern Western Political Thought | 4 | F |
| POL 317 | Politics and Society | 4 | Sp |
| POL 353 | Parties and Elections | 4 | F, of election years |
| POL 357 | The American Presidency | 4 | As needed |
| POL 358 | The American Congress | 4 | Every third semester |

E. Sociology

(If SOC 208 was taken as part of the Core Courses listed above)

|  |  |  |  |
| --- | --- | --- | --- |
| SOC 300 | Classical Sociological Theories | 4 | F, Sp |

and one additional 300-level course chosen with consent of advisor

Total Credit Hours: 55-58

Teaching Concentration in Special Education

A teaching concentration in special education may be chosen in addition to one of the majors listed above. Students must complete required secondary education courses, required courses in the major, and special education courses. See course requirements for a teaching concentration in special education (p. 166).

Middle School Endorsement

The endorsement program in middle school education is for students who wish to teach in a middle school. Students must be enrolled in the secondary education program and must fulfill the following requirements:

1. Complete MLED 230, MLED 331, and MLED 332.

2. Complete 45 practicum hours in middle school settings.

3. Complete the course requirements for a secondary education major in one of the following areas: English (language arts), general science, mathematics, or social studies.

## 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)."

B.S. Secondary Special Education Program (i.e., Concentration in Mild/Moderate Grade 7-12):

1. A completed special education application form.

2. A copy of current transcripts. Minimum GPA of 2.75.

3. SPED 300 course artifact and graded rubric or equivalent course with a B- or better.

4. One reference letter from a professional documenting the extent and quality of the candidate’s experience with individuals with disabilities.

5. A personal statement describing the candidate’s interest in a career teaching individuals with disabilities.

6. A copy of a letter of acceptance to a secondary education teacher preparation program.

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

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 302 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  | -Or- |  |  |
| ELED 302 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  |  |  |  |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Reading/Writing for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 458 | Mathematics/Science for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 419 | Student Teaching in the Elementary School | 8-10 | F, Sp |
| SPED 451 | Teaching Culturally/Linguistically 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 |
|  |  |  |  |

Note: SPED 419: For students seeking dual certification in Mild/Moderate and SID, this will be an 8-credit course, otherwise this is a 10-credit course.

Students cannot receive credit for both SPED 302 and ELED 302.

Total Credit Hours: 41-43

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

OPEN ONLY TO STUDENTS MAJORING IN SECONDARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| 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 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 424 | Assessment/Instruction: Adolescents with Mild/Moderate Disabilities | 4 | Sp |
| SPED 427 | Career/Transition Planning: Adolescents with Mild/Moderate Disabilities | 3 | Sp |
| SPED 428 | Student Teaching at the Secondary Level | 10 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Note: Students majoring in secondary education with a special education concentration must also take MLED 330.

Total Credit Hours: 35

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 311 | Language Development and Communication Problems of Children | 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 437 | Student Teaching in SID | 8-10 | F, Sp |
| SPED 438 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 451 | Teaching Culturally/Linguistically 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 |

Note: SPED 437: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Note: Additional coursework may be needed for this major.

Total Credit Hours: 40-42

Special Education B.S.—with Concentration in Deaf/Hard of Hearing, Ages Three to Twenty-One\*

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION WHO HAVE COMPLETED THE DEAF STUDIES PROGRAM AT BRISTOL COMMUNITY COLLEGE. (\*This Teaching Concentration is awaiting RIDE program approval. Anticipated start date is Fall 2017. Please check with the Program Coordinator Marie Lynch for the latest updates.)

Course Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| COMM 323 | Introduction to Audiology | 3 | F |
| SPED 304 | Deaf Education: Introductory Concepts | 3 | F |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 419 | Student Teaching in the Elementary School | 8-10 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 444 | Deaf Education: Approaches with Younger Students | 4 | F |
| SPED 445 | Deaf Education: Approaches with Older Students. | 4 | Sp |

Note: SPED 419: For students seeking dual certification in Mild/Moderate or SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Note: Additional coursework may be needed for this major.

**Total Credit Hours: 36-38**

## 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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |
| 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 |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 402 | Applications of Second Language Acquisition | 3 | 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: 90

Course Requirements for Concentration in Applied Technology

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

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 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 |
| TECH 430 | Internship in Applied Technology | 6 | As needed |
| TECH 431 | Capstone Design Project | 4 | F, Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CSCI 157 | Introduction to Algorithmic Thinking in Python | 4 | F, Sp |
| CSCI 201 | Computer Programming and Design | 4 | F, Sp |
| MGT 201 | Foundations of Management | 3 | F, Sp, Su |
| MGT 331 | Occupational and Environmental Safety Management | 3 | F |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| PHYS 101 | General Physics I | 4 | F, Su |
| PHYS 102 | General Physics II | 4 | Sp, Su |

Total Credit Hours: 67

## 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 315 | Educational Psychology | 3 | F, Sp, Su |
| CURR 410 | Teaching World Languages in Elementary Education | 4 | Sp as needed |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 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 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

Total Credit Hours: 44

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 333: Students electing a teaching concentration in special education are not required to take SPED 333.

French Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in French must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| FREN 201 | Advanced French: Conversation and Composition | 4 | F |
| FREN 202 | Advanced French: Composition and Conversation | 4 | Sp |
| FREN 313 | Modern France and the Francophone World | 4 | Alternate years |
| FREN 323 | Survey of French Literature from the Middle Ages to 1789 | 4 | Alternate years |
| FREN 324 | Survey of French Literature from 1789 to the Present | 4 | Alternate years |
| FREN 420 | Applied Grammar | 3 | Alternate years |
| MLAN 360 | Seminar in Modern Languages | 3 | F |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  | THREE ADDITIONAL COURSES in French at the 300-level or above | 9-12 |  |
|  | TWO COURSES in another foreign language | 8 |  |

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed FREN 201, FREN 202, FREN 313, FREN 323, FREN 324 and FREN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157; a score of 162 on the French World Language (5174) exam; and a score of Advanced Low or higher on the French-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

Total Credit Hours: 46-49

Portuguese Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in Portuguese must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| PORT 201 | Conversation and Composition | 4 | F |
| PORT 202 | Composition and Conversation | 4 | Sp |
| PORT 301 | Portuguese Literature and Culture I | 4 | Alternate years |
| PORT 302 | Portuguese Literature and Culture II | 4 | Alternate years |
| PORT 304 | Brazilian Literature and Culture | 4 | Alternate years |
| PORT 305 | Lusophone African Literatures and Cultures | 4 | As needed |
| PORT 420 | Applied Grammar | 3 | Alternate years |
| MLAN 360 | Seminar in Modern Languages | 3 | F |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  | TWO ADDITIONAL COURSES in Portuguese at the 300-level or above | 6-8 |  |
|  | TWO COURSES in another foreign language | 8 |  |

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed seven of the required courses in the major, including PORT 201, PORT 202, PORT 301, PORT 302, PORT 304, PORT 305. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157, and a score of Advanced Low or higher on the Portuguese-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

Total Credit Hours: 47-49

Spanish Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in Spanish must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 201 | Conversation and Composition | 4 | F, Sp |
| SPAN 202 | Composition and Conversation | 4 | F, Sp |
| SPAN 310 | Spanish Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 311 | Spanish Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 312 | Latin American Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 313 | Latin American Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 420 | Applied Grammar | 3 | Sp |
| MLAN 360 | Seminar in Modern Languages | 3 | F |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  | TWO ADDITIONAL COURSES in Spanish at the 300-level or above | 6-8 |  |
|  | TWO COURSES in another foreign language | 8 |  |

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed seven of the required courses in the major, including SPAN 201, SPAN 202, SPAN 310 (or SPAN 311), SPAN 312 (or SPAN 313) and SPAN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157; a score of 168 on the Spanish World Language (5195) exam; and a score of Advanced Low on the Spanish-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

Total Credit Hours: 47-49

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## 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 246 | Schooling for Social Justice | 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 315 | Educational Psychology | 3 | 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: 58-64

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 program advisor.

Total Credit Hours: 73-88

## Art Education

Writing in the Discipline (p. **Error! Bookmark not defined.**)

**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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 333 | **Introduction to Special Education: Policies/Practices** | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

Total Credit Hours: 99

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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

Total Credit Hours: 120

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 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 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 |
| SPED 333 | **Introduction to Special Education: Policies/Practices** | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Choose ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

Total Credit Hours: 101

# Course Descriptions - General Information

# Courses

## ECED - Early Childhood Education

ECED 201 – Introduction to Early Childhood Education (3)

Using a social justice framework, students study theories of learning and models of early childhood education to understand components of curricula including content, process, teaching, facilitating, and contexts of learning.

Offered: Fall

ECED 202 - 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. (formerly ECED 302)

Offered: Fall.

ECED 232 - 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. (formerly ECED 332)

Prerequisite: Admission to a FSEHD ECED program, or consent of department chair..

Offered: Spring.

ECED 290 – A Cross-Disciplinary Approach to ECED (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, Spring.

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

Offered: Spring.

ECED 305 – Intentional Teaching in the Early Years (3)

The practicum course introduces developmentally effective approaches for teaching/learning in the early years (3-5). ECED candidates observe, evaluate, design, implement curriculum and environments supportive of children’s development and learning.

Prerequisite: Admission to the FSEHD EC Program; or consent of department chair Taken concurrently with ECED 326.

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 202, ECED 310, ECED 312 and SPED 305 (B-or higher).

Offered: Spring

ECED 321 – Mathematics: Methods and Assessment (4)

ECED Candidates develop an understanding of essential content and effective data-driven teaching approaches for mathematics in early childhood (K-2) through an in-depth practicum experience that utilizes observation, reflection, and co-teaching.

Prerequisite: Any mathematics general education distribution; ECED 305; 326; 328; 322 (minimum B-) or consent of department chair; taken concurrently with ECED 324.

Offered: Spring.

ECED 322 – English Language Arts: Methods and Assessment I (4)

ECED candidates learn evidence-based and equitable practices enhancing early language and literacy development of children, Birth-5. Students implement observation and assessment protocols to inform curriculum development during a practicum experience.

Prerequisite: ECED 305; ECED 326 (minimum grade of B-) or consent of department chair; Concurrent with ECED 328..

Offered: Fall.

ECED 324 – English Language Arts: Methods and Assessment II (4)

Students explore evidence-based curriculum, instruction, and assessment that promote literacy and language skills for all children through an in-depth practicum experience that utilizes observation, reflection, and co-teaching.

Prerequisite: ECED 305; 326; 328; 322 (minimum B-) or consent of department chair; taken concurrently with ECED 321

Offered: Spring.

ECED 326 – Social Studies and Social/Emotional Methods (4)

ECED candidates will understand the importance of social competence; and the connectedness of being socially competent to social studies through an in-depth practicum experience that utilizes observation, reflection, and co-teaching.

Prerequisite: Admission to the FSEHD EC Program; or consent of department chair. Taken concurrently with ECED 305.

Offered: Spring.

ECED 328 – Science and Technology Methods (4)

ECED Candidates develop an understanding of essential content and effective teaching approaches for science & technology in early childhood (K-2) through in-depth practicum experience that utilizes observation, reflection, and co-teaching.)

Prerequisite: ECED 305; ECED 326 (minimum grade of B-), or consent of department chair; taken concurrently with ECED 322.

Offered: Fall.

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 202, ECED 232, ECED 310, ECED 312, ECED 314, ECED 410, and SPED 305 (B- or higher).

Offered: Fall.

ECED 416 - Infant Toddler Language Development and Learning (3)

Students explore language development for infants/toddlers including theoretical perspectives, the role of caregiving relationships and environmental, cultural and socioeconomic influences.

Prerequisite: Completion of ECED 202, ECED 232, ECED 310, ECED 312, ECED 314, ECED 410, and SPED 305 (B- or higher).

Offered: Fall.

ECED 419 - Early Care and Education, Birth to Three Years (3)

Students create and maintain positive learning activities for infant-toddler group care. 5 contact hours.

Prerequisite: Prior or concurrent enrollment in ECED 301, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

ECED 420 - Mathematics, Prekindergarten through Second Grade (3)

Mathematics education in prekindergarten through second grade is examined. Also explored are the development of appropriate teaching/learning strategies, content, and materials related to teaching all young children. Practicum required. 5 contact hours.

Prerequisite: ECED 301 or equivalent and ECED 419, each with minimum grade of B-; MATH 143 and MATH 144, each with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Spring.

ECED 423 - Developmental Literacy and the Language Arts I (4)

Developmentally appropriate methods and materials for promoting literacy and language skills, strategies, and dispositions for young children are explored, including children's literature. Practicum: kindergarten and grade one. 6 contact hours.

Prerequisite: ECED 301; ECED 419, with minimum grade of B-; prior or concurrent enrollment in ECED 420, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Spring.

ECED 425 - Developmental Literacy and the Language Arts II (4)

Teacher candidates work with infants, toddlers, and preschoolers from diverse populations. Study includes managing classroom literacy programs through grade two. Practicum: infants through grade two. 6 contact hours.

Prerequisite: ECED 301; ECED 419, ECED 420, ECED 423, each with minimum grade of B-; concurrent enrollment in ECED 429; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

ECED 429 - Early Childhood Social Studies and Science (4)

Students use developmentally appropriate methods, content, and materials to establish positive learning environments. Practicum: prekindergarten and grade one. 7 contact hours.

Prerequisite: ECED 301 or equivalent, with minimum grade of B-; ECED 419, ECED 420, ECED 423; prior or concurrent enrollment in ECED 425; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

ECED 439 - Student Teaching: Early Childhood Settings I (9)

Teacher candidates focus on refining effective teaching practices within an early childhood setting; developing deep understanding of context, planning, preparation, and professionalism.

Prerequisite: Concurrent enrollment in ECED 469 and satisfactory completion of all major and professional courses.

Offered: Fall.

ECED 440 - Building Collaborative Relationships Through Coaching (3)

Application of the coaching model to build capacity and support children, families and practitioners in a variety of early childhood settings will be explored; along with principles of adult learning.

Prerequisite: Admission to the FSEHD ECED Program/Concentration Community Programs. Completion of ECED 202 and ECED 232.

Offered: Spring.

ECED 441 – Student Teaching: Early Childhood Settings II (9)

Teacher candidates further refine effective teaching practices within an early childhood setting; developing deep understanding of educational environment, instruction, and delivery.

Prerequisite: Concurrent enrollment in ECED 470 and satisfactory completion of all major and professional courses.

Offered: Spring

ECED 449 - Early Childhood Community Program Internship (6)

In this culminating experience, candidates complete in an infant-toddler program, preschool program, or community-based program under the supervision of a cooperating teacher/supervisor and college supervisor. Graded S/U.

Prerequisite: Completion of all program major requirements.

Offered: Spring.

ECED 469 - Best Practices: Early Childhood Settings I (3)

Teacher candidates analyze district and school level policies and data, collaborations among school personnel, families, community agencies and specific school curriculum in order to develop profession-ready early childhood teaching skills..

Prerequisite: Concurrent enrollment in ECED 439.

Offered: Fall.

**ECED 470 – Best Practices: Early Childhood Settings II (3)**

Teacher candidates analyze the teaching profession, and examine current national, state, and local issues and practices in early childhood teaching in order to contextualize their place in the larger field.

**Prerequisite:** Concurrent Enrollment in ECED 441

Offered: Spring

ECED 479 - Best Practices in Infant Toddler Settings (3)

Issues and practices of care and education of infants/toddlers are analyzed to understand how collaborations among programs, families, community agencies and assessment, in high quality infant/toddler care and education operate.

Prerequisite: Admission to the FSEHD ECED Program/Concentration, Birth to Three. Completion of ECED 310, ECED 312, ECED 314, ECED 410, ECED 412, ECED 416, and SPED 305.

Offered: Spring.

ECED 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.

ECED 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the early childhood education honors program.

Offered: As needed.

ECED 492 - Independent Study II (3)

This course continues the development of research or activity begun in ECED 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: ECED 491 and consent of instructor, program director and dean.

Offered: As needed.

ECED 502 - Curriculum, Developmental Play, and Programs (3)

Development and content of curriculum and trends in research for early care and education through primary grades are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

ECED 503 - Infants and Toddlers in Early Care and Education Programs (3)

Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities and health and safety routines.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

ECED 505 - Early Childhood Education and Development Issues (3)

This course fosters an understanding of various theoretical perspectives, issues of young children's educational, physical, social, emotional, and cognitive development, focusing on typical and atypical growth, multicultural contexts and characteristics.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

ECED 509 - Emergent Literacy—Infants through Grade Two (3)

Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books.

Prerequisite: Graduate status or consent of instructor.

Offered: As needed.

ECED 512 - Working with Families: Building Home-School Partnerships (3)

Students develop an understanding of parenting, of working with families within diverse contexts, and of building school, community, and family partnerships. Relevant National Board for Professional Teaching standards are reviewed.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

## FNED - Foundations of Education

FNED 100 - Education in a Democratic Society (3)

Students examine the social and cultural forces that affect schools, and the teacher’s role in supporting and advancing equity and aspects of diversity in a democratic society.

Offered: Summer.

FNED 101 – Introduction to Teaching and Learning (2)

Students construct a map for their journey of developing a professional educator identity. Students explore essential questions of social justice education through academic and field experiences.

Offered: Fall, Spring, Summer

FNED 246 - Schooling for Social Justice (4)

Students critically examine the purposes of schooling as a tool of oppression or liberation and the sociocultural forces that affect learning. Eighteen hours of clinical practice are required.

Prerequisite: 12 credit hours of course work, a minimum grade of B in FYW, a minimum grade of B- in FNED 101 (or YDEV Major), or consent of department chair.

Offered: Fall, Spring, Summer.

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**Health Education**

HPE 344 - Infant Toddler Health and Wellness (3)

Students explore infant/toddler development including physical health, motor development and impact of environmental, socioeconomic and cultural influences on development. Basic health, safety and nutritional practices are also studied.

Prerequisite: ECED 202, ECED 332, ECED 310, ECED 312, ECED 314, ECED 410 and SPED 3015 (B- or higher).

Offered: Fall

## SPED - Special Education

SPED 300 - Introduction to the Characteristics and Education of Children and Youth with Disabilities (4)

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.

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 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 SPED 302 and ELED 302.

Prerequisite: FNED 346, with minimum grade of B-, and admission into the elementary and special education teacher preparation programs; or consent of department chair.

Offered: Spring.

SPED 304 - Deaf Education: Introductory Concepts (3)

General overview of the critical concepts necessary for teaching children/adolescents who are deaf or hard of hearing are explored.  Field based experience required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Fall.

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: Fall.

SPED 310 - Principles and Procedures of Behavior Management for Children and Youth with Disabilities (4)

This is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of an assigned practicum is included.

Prerequisite: SPED 300 (or SPED 302 or ELED 302) with minimum grade of B-.

Offered: Fall, Spring.

SPED 311 - Language Development and Communication Problems of Children (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 300 or SPED 302 or ELED 302 or consent of department chair.

Offered: Fall, Spring.

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

The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, 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 - Reading/Writing for Students with Mild/Moderate Disabilities (4)

Curriculum and instructional approaches for children with mild/moderate disabilities (gr1-6) are analyzed. Emphasis is placed on assessment and intervention in reading and writing for children with disabilities. Practicum is required.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 312, and 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 419 - Student Teaching in the Elementary School (8-10)

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

Prerequisite: Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary programs; passing score(s) on the Praxis II Content Knowledge Tests, approved Preparing to Teach Portfolio in all applicable programs; completion of the community service requirement; and a negative result from the required tuberculin test. Undergraduates and second degree candidates must have a cumulative GPA of 2.75 a full semester prior to student teaching.

Offered: Fall, Spring.

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 428 - Student Teaching at the Secondary Level (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: Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; 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. A cumulative GPA of 2.50 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 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; SPED333, 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 300, SPED 310, SPED 312, and admission to the Department of Special Education.

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 300, SPED 310, SPED 312, and admission to the Department of Special Education.

Offered: Spring.

SPED 437 - 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 the Praxis II; approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. A cumulative GPA of 2.50 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 438 - 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 437.

Offered: Fall, Spring.

SPED 440 - Collaboration: Home, School, and Community (3)

The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies.

Prerequisite: Concurrent enrollment in SPED 419 or SPED 428, or consent of department chair.

Offered: Fall, Spring.

SPED 444 - Deaf Education: Approaches with Younger Students (4)

Specific curriculum, assessment, and methodological approaches for teaching young children who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Fall.

SPED 445 - Deaf Education: Approaches with Older Students. (4)

Specific curriculum, assessment, and methodological approaches for teaching adolescents/young adults who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education program upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Spring.

SPED 451: Teaching Culturally/Linguistically Diverse Students with Exceptionality

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/ELED 302, SPED 310, SPED 311, SPED 312, or consent of department chair

Offered: Fall, Spring

SPED 453: Content-Based ESL Instruction for Exceptional Students

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

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 - Mathematics/Science for Students with Mild/Moderate Disabilities (4)

Students analyze mathematics and science content, tasks, frameworks, and standards for students with disabilities. Activities are designed and adapted to support mathematics and science learning at all levels of education.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 311, SPED 312, and consent of department chair. Matriculation in graduate program is required of all graduate students.

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.

SPED 520 - Young Adults in Nonschool Settings (3)

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

Prerequisite: Graduate status and SPED 300.

Offered: Summer.

SPED 525 - Development of Communication and Movement (3)

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 526 - Assessment, Curriculum, Methods for Children with Multiple Disabilities (3)

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

## TESL - Teaching English as a Second Language

TESL 300 - Promoting Early Childhood Dual Language Development (3)

Candidates acquire research-based strategies for promoting English and supporting the native language in early childhood settings. Approaches are also given for working with parents and caregivers who speak languages other than English.

Prerequisite: ECED 301, ECED 423; and admission to the early childhood education teacher preparation program.

Offered: Fall.

TESL 401 – Introduction to Teaching Emergent Bilinguals (4)

Students learn methods and techniques for supporting Emergent Bilingual students in regular education classrooms. Students experience observation and practice through early clinical preparation. Concurrent enrollment in a practicum is recommended.

Prerequisite: FNED 246/FNED 346

Offered: Fall, Spring.

**TESL 402 – Applications of Second Language Acquisition (3)**

**Students examine theories and research relating to second-language acquisition, which are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and language teaching**.

Prerequisite: TESL 401

Offered: Fall, Spring

TESL 507 - Teaching Reading and Writing to English-as-a-Second-Language Students (3)

Focus is on second-language literacy in reading and writing for limited English proficient students. Students cannot receive credit for both ELED 507 and TESL 507.

Prerequisite: Graduate status and TESL 541 or READ 534.

Offered: Fall, Spring.

TESL 539 - Language Acquisition and Learning (3)

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and teaching.

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

Offered: Spring, Summer.

TESL 541 - Applied Linguistics in ESL (3)

The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined.

Prerequisite: Graduate status.

Offered: Fall, Summer.

TESL 546 - Teaching English as a Second Language (3)

This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics.

Prerequisite: Graduate status and TESL 539 or consent of department chair.

Offered: Fall, Spring.

TESL 548 - Curriculum and Methods for Content ESL Instruction (3)

Focus is on the selection and use of methods and techniques that facilitate the learning of English and content area subjects by ESL students within the mainstream curriculum in secondary school.

Prerequisite: Graduate status and TESL 539 or consent of department chair.

Offered: Spring.

TESL 549 - Sociocultural Foundations of Language Minority Education (3)

Students examine sociocultural issues related to the instructional needs of language minority students, including social, cultural, political, and legal contexts of instruction.

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

Offered: Fall, Summer.

TESL 551 - Assessment of English Language Learners (3)

The course explores principles of assessment for English Language Learners, formal and informal assessment methods and data analyses designed to improve instruction. (Formerly Curriculum Development and Language Assessment in ESL.)

Prerequisite: Graduate status, TESL 546 or TESL 548 and TESL 507 or consent of department chair.

Offered: Fall, Spring.

TESL 553 - Internship in English as a Second Language (3)

Students conduct assessments, provide instruction, and collaborate with professionals and parents in supervised ESL settings. The internship schedule includes weekly seminars.

Prerequisite: Graduate status, TESL 507 and TESL 546 or TESL 548.

Offered: Fall, Spring.