Graduate CGS

Elementary or Secondary Mild/Moderate Disabilities

This program offers an accelerated path to special education certification in mild/moderate disabilities at the elementary or secondary levels.

Admission Requirements

1. Completed application form accompanied by a fifty-dollar nonrefundable fee.

2. Copies of all official graduate and undergraduate transcripts.

3. Professional license (elementary or secondary general education certificate).

4. Bachelor’s degree with a minimum cumulative grade point average of 3.0 on a 4.0 scale in professional coursework.

5. Three candidate reference forms accompanied by letters of recommendation related to education and experience in special education or related field.

6. A performance-based evaluation that documents the candidate’s education and experience with individuals with exceptionalities if possible.

7. Professional goals essay that describes candidate’s commitment to the field of Elementary or Secondary Special Education, cultural awareness, collaboration, and life-long learning.

8. An interview may be required.

Retention Requirements

Grade of B or better in all courses.

Course Requirements

Core Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 501 | Assessment of Students with Mild/Moderate Disabilities | 3 | F (as needed) |
| SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F (as needed) |

Choose A or B below:

A. Elementary Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 518 | Literacy Instruction: Students with Mild/Moderate Disabilities | 4 | Sp |
| SPED 662 | Internship in the Elementary School | 6 | F, Sp |

Subtotal: 20

B. Secondary Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 427 | Career/Transition Planning for Adolescents | 3 | Sp |
| SPED 524 | Literacy Instruction: Adolescents with Mild/Moderate Disabilities | 4 | Sp |
| SPED 664 | Internship at the Middle Grades or Secondary Level | 6 | F, Sp |

Subtotal: 23

# Special Education

**Department of Special Education**

**Department Chair:** Ying Hui-Michael

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

Students in the Department of Special Education must meet the admission and retention requirements of their major as well as the admission and retention requirements of the special education programs.

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

B.S. Elementary and Special Education programs (i.e., Elementary Special Education l (p. ), Elementary Special Education and Severe Intellectual Disabilities, (p. ) and Severe Intellectual Disabilities, Ages Three to Twenty-One (p. )) allow joint admission. See “FSEHD admission requirements (p. )."

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

1. A minimum cumulative G.P.A. of 2.75 at Rhode Island College.

2. Completion of admission and retention requirements in B.S. Elementary Special Education programs.

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 Elementary SPecial Education

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Course

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 4 | F, Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
|  |  |  |  |
| ELED 440 | Capstone: STEAM/Project-Based Learning | 2 | F, Sp, Su |
|  | -Or- |  |  |
| SPED 460 | Capstone: Specialized Language Instruction | 2 | F, Sp, Su |
|  |  |  |  |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Student Teaching in Elementary Special Education | 8-9 | F, Sp |

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

Note: SPED 471: For students seeking dual certification in Elementary Special Education and SID, this will be an 8 credit course, otherwise this is a 9 credit course.

Total Credit Hours: 44

Special Education B.S.—with Concentration in Elementary Special Education and Severe Intellectual Disabilities

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | F |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 4 | F, Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Student Teaching in Elementary Special Education | 8-9 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8-10 | F, Sp |

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

Note: SPED 471 and SPED 473: For students seeking dual certification in Elementary Special Education and SID, this will be an 8 credit course, otherwise these are 9 or 10 credit courses.

Total Credit Hours: 59

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

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | F |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 4 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8-10 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.  
  
Note: SPED 473: For students seeking dual certification in Elementary Special Education and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Total Credit Hours: 42

## Special Education Programs M.Ed.

There are five M.Ed. programs in special education: early childhood, exceptional learning needs, elementary or secondary mild/moderate disabilities, severe intellectual disabilities and urban multicultural special education.

• The early childhood program prepares special education teachers for children with disabilities from birth through Grade 2 and for their families.

• The exceptional learning needs program provides advanced study for special educators with specialization in one of two strands: autism education or specialized study in an area of professional interest (i.e., behavioral support).

• The elementary or secondary mild/moderate disabilities program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.

• The severe intellectual disabilities program provides preparation and special education licensure for teachers of students with severe disabilities.

• The urban multicultural program provides advanced preparation for special educators who teach culturally and linguistically diverse students and results in RI ESL certification. .

Special Education M.Ed.—with Concentration in Early Childhood—Birth Through Grade 2

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.

4. Three Candidate Reference Forms accompanied by three letters of recommendation.

5. A Performance-Based Evaluation.

6. Completion of SPED 300 and SPED 415 or their equivalent as determined by the Early Childhood Special Education (ECSE) advisor are required for Rhode Island Department of Education early childhood special education certification

7. An application essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

8. An interview may be required.

9. An M.Ed. in special education with concentration in early childhood—birth to grade 2 requires that the student is eligible for Rhode Island certification in early childhood education (possesses certification in early childhood education). Students currently matriculated in Rhode Island College’s B.S. in Early Childhood Education program may take up to 6 credits prior to submitting documentation of Rhode Island certification as an Early Childhood Education Teacher.

Course Requirements

Program Prerequisites

SPED 300, SPED 210 (or SPED 310), SPED 415 or their equivalent *and* an undergraduate degree in Early Childhood Education are required for Rhode Island Department of Education early childhood special education certification.

Program Electives

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in research methods, chosen with advisor’s consent | 3 |  |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F (as needed) |
| SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | Su |
| SPED 515 | Early Childhood Developmental Screening and Assessment | 3 | F |
| SPED 516 | Individualized Interventions for Young Exceptional Children | 3 | F |
| SPED 525 | Development of Communication and Movement | 3 | F |
| SPED 544 | Families in Early Intervention Programs: Essential Roles | 3 | F |
| SPED 615 | Assessment Practicum: Early Childhood Special Education | 1 | F |
| SPED 616 | Intervention Practicum: Early Childhood Special Education | 1 | F |
| SPED 668 | Internship in Inclusive Early Childhood | 3 | F, Sp, Su |
| SPED 669 | Internship in Early Intervention | 3 | F, Sp, Su |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 32

Special Education M.Ed.—with Concentration in Exceptional Learning Needs

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.

4. Three Candidate Reference Forms accompanied by three letters of recommendation.

5. A Performance-Based Evaluation.

6. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

7. An M.Ed. in Special Education in Exceptional Learning Needs requires Rhode Island certification in Special Education.

8. An interview may be required.

Course Requirements

Program Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F (as needed) |
| SPED 505 | Oral and Written Language: Classroom Intervention | 3 | Sp (as needed) |
| SPED 518 | Literacy Instruction: Students with Mild/Moderate Disabilities | 4 | Sp |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B below

A. Autism Education

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 561 | Understanding Autism Spectrum Disorders | 3 | F (as needed) |
| SPED 563 | Curriculum and Methodology: Students with Autism | 3 | Sp (as needed) |
| SPED 564 | Building Social and Communication Skills | 3 | Sp (as needed) |

B. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES approved by program advisor. | 8-9 |  |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 31-32

Special Education M.Ed.—with Concentration in Severe Intellectual Disabilities (SID)

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3. A bachelor’s degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.

4. Three Candidate Reference Forms accompanied by three letters of recommendation.

5. A Performance-Based Evaluation.

6. Completion of SPED 300 and SPED 210 or SPED 310 (or equivalent determined by the Special Education advisor).

7. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

8. Documentation of eligibility for RI Certification in one of the following areas of teacher education:

• Early Childhood Education

• Elementary Education

• Middle School Education

• Secondary Education

9. An interview may be required.

Course Requirements

Program Electives

|  |  |  |  |
| --- | --- | --- | --- |
|  | COURSEWORK in research methods chosen with advisor's consent | 3 |  |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 415 | Assessment/Instruction with Young Exceptional Children | 3 | F |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | F |
|  |  |  |  |
| SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | Su |
|  | -Or- |  |  |
| SPED 520 | Young Adults in Nonschool Settings | 3 | Su |
|  |  |  |  |
| SPED 525 | Development of Communication and Movement | 3 | F |
| SPED 526 | Assessment, Curriculum, Methods for Children with Multiple Disabilities | 3 | Sp (even years) |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 665 | Teaching Internship in Severe Intellectual Disabilities | 6 | F, Sp |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 35

Special Education M.Ed.—with Concentration in Urban Multicultural Special Education

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3. A bachelor’s degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.

4. Three Candidate Reference Forms accompanied by three letters of recommendation.

5. A Performance-Based Evaluation.

6. An essay describing the candidate’s commitment to culturally and linguistically diverse students, collaboration, advocacy, and lifelong learning.

7. An M.Ed in Urban Multicultural Special Education requires Rhode Island certification in Early Childhood, Elementary or Secondary and Special Education.

8. An interview may be required.

9. Undergraduate students who matriculate in the Special Education B.S. program at Rhode Island College can apply for conditional admission to the Urban Multicultural Special Education M.Ed. program after completing 60 undergraduate credits. Students remaining in good standing and continuing to meet admission requirements upon completion of the undergraduate degree are changed to full admission to the M.Ed. program. Application requirements remain the same as the Urban Multicultural Special Education M.Ed. admission requirements. Students under the B.S/M.Ed. admission must complete the SPED B.S. program ESL endorsement courses prior to starting graduate level coursework.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

OR A RESEARCH COURSE (with advisor consent)

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
|  | -Or- |  |  |
| SPED 551 | Introduction to Multicultural Special Education | 3 | Su (annually) |
|  |  |  |  |
| SPED 552 | Dual Language Acquisitions and Intervention | 3 | Annually |
|  |  |  |  |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
|  | -And- |  |  |
| SPED 454 | Practicum in Teaching Content-Based ESL Instruction | 1 | F, Sp |
|  | -Or- |  |  |
| SPED 553 | Content-Based ESL Instruction for Exceptional Students | 3 | Annually |
|  |  |  |  |
| SPED 554 | Applied Linguistics for exceptional ELs/MLLs | 3 | Annually |
| SPED 555 | Literacy for ELs/MLLs with Special Needs | 4 | Annually |
| SPED 557 | Assessing ELs/MLLs with Special Needs | 3 | F, Sp, Su |
| SPED 654 | Internship in Urban Multicultural Special Education | 3 | F, Sp, Su |
| SPED 655 | Capstone Study in Urban/Multicultural Special Education | 2 | F, Sp, Su |

Candidates seeking ESL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (5362).

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Capstone Portfolio |  | F, Sp |

Total Credit Hours: 30-31

# SPED - Special Education

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

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

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

Offered: Spring.

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

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

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

Offered: Fall, Spring.

SPED 211 - Supporting Students with Communication Needs (3)

Emphasis is placed on the processes of language development in children. Teacher candidates consider specific techniques for enhancing language development in children with special needs.

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

Offered: Fall, Spring.

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 Early Childhood Education program or consent of the department chair.

Offered: Fall, Spring.

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

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

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

Offered: Fall.

SPED 312 - Assessment Procedures for Students with Special Needs (4)

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

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

Offered: Fall, Spring.

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

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

Prerequisite: Admission to and retention in a teacher preparation program; successful prior enrollment in ARTE 302, HPE 300, HPE 301, MUSE 212, SED 202, TECH 305 or TECH 300, WLED 201 or consent of department chair.

Offered: Fall, Spring.

SPED 412 - Intensive Intervention in Literacy (4)

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

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

Offered: Fall, Spring.

SPED 415 - Assessment/Instruction with Young Exceptional Children (3)

An array of curriculum and instructional approaches for serving infants, preschool and early elementary children with disabilities in inclusive contexts are examined. Topics include assessment, evidence-based instruction and curriculum design/adaptations.

Prerequisite: SPED 301 or consent of department chair.

Offered: Fall.

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

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

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

Offered: Spring.

SPED 427 - Career/Transition Planning for Adolescents (3)

Teacher candidates focus on career and transition planning for adolescents with special needs 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. Focused field experiences in special education are required.

Prerequisite: Admission to and retention in a teacher preparation program; ELED 202 or SPED 202 or SPED 333, or consent of department chair.

Offered: Fall, Spring.

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

Teacher candidates analysze

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

Offered: Spring.

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

Teacher candidates focus on a

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

Offered: Fall.

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

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

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

Offered: Fall, Spring.

SPED 453 - Content-Based ESL Instruction for Exceptional Students (4)

multilingual learnerswith special needs. Thirty-hour assigned practicum included.

Prerequisite: SPED 451or consent of department chair.

Offered: Fall, Spring

Offered: Fall, Spring.

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

.

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

Offered: Fall, Spring.

SPED 460 - Capstone: Specialized Language Instruction (2)

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

Prerequisite: SPED 412.

Offered: Fall, Spring, Summer.

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

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

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

Offered: Fall, Spring.

SPED 471 – Student Teaching in Elementary Special Education (8-9)

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

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

Offered: Fall, Spring.

SPED 472 - Student Teaching Seminar: SID (2)

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

Prerequisite: Concurrent enrollment in SPED 473.

Offered: Fall, Spring.

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

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

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

Offered: Fall, Spring.